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ABSTRACT

This document contains the four issues of the 2000-2001 FACCCTs, the journal of the Faculty Association of California Community Colleges. The September 2000 issue includes a collection of observations on academic integrity and cheating, an article describing a history of opportunities for women in higher education, and editorial comments on a range of faculty issues. The December 2000 issue includes a brief history of the Faculty Association of California Community Colleges, describing the struggles of faculty in relationship to governance over the years; an article discussing issues surrounding 50 Percent Law compliance; and a commentary on failure across the state, from Chancellor's Office to local colleges, to respect participatory governance processes as mandated in AB1725. The March 2001 issue describes the heavy reliance of California Community Colleges on part-time faculty, most of whom do not get paid for meeting with students, preparing lessons, and grading papers. This issue also includes commentaries exploring the issues, rewards, and challenges associated with teaching part time. The June 2001 issue discusses expanding the community college with online classes, the four principles of technology training, and technology and educational policy. (PGS)

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FACCCTS

Journal of the Faculty Association of California Community Colleges

2000-2001

Volume 7

Numbers 1-4

September 2000-June 2001

Katherine Martinez, Editor

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FACCCTS

JOURNAL OF THE FACULTY ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGES
Volume 7 Number 1 September 2000

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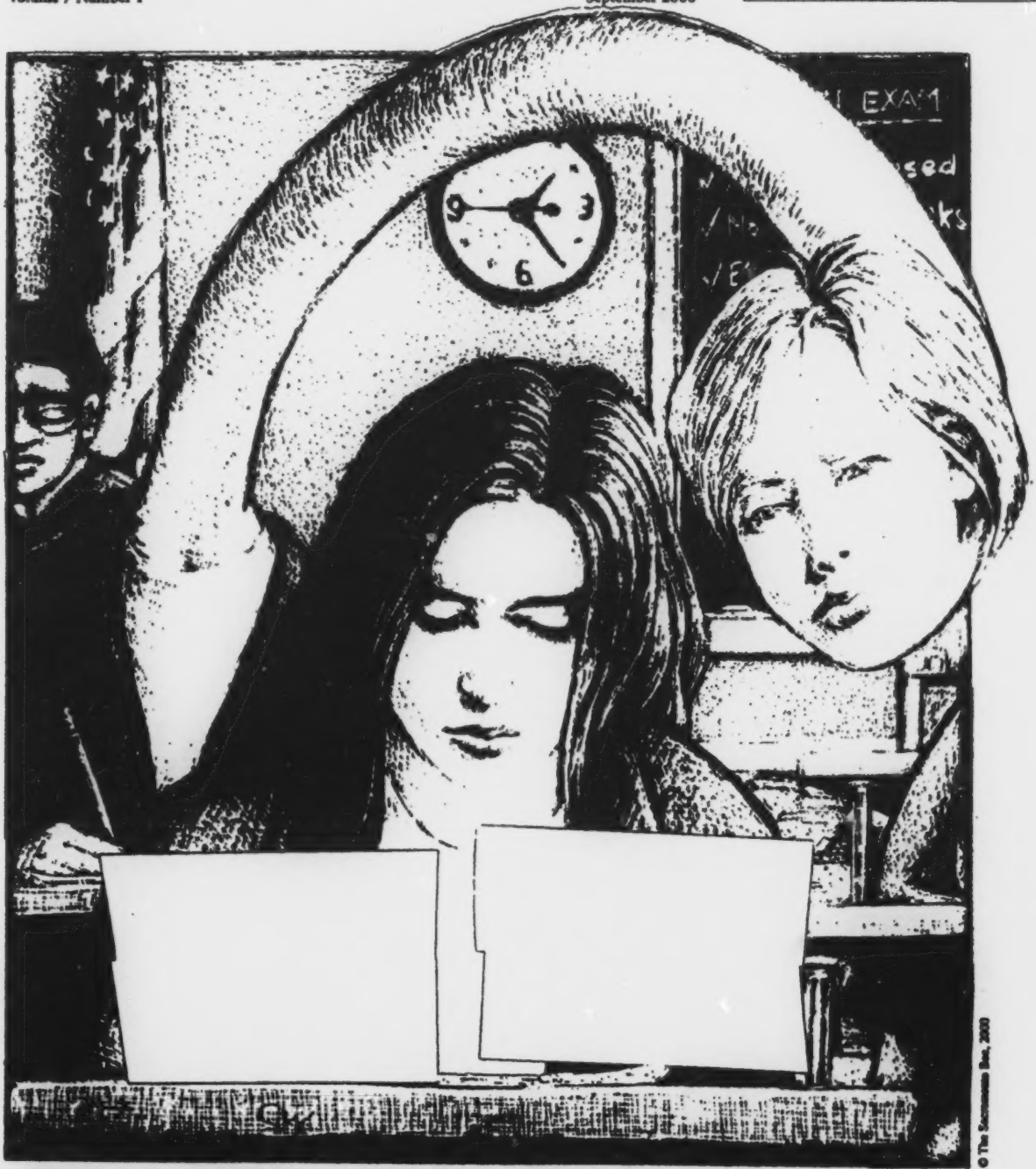
Community College Faculty
in the State"
—*Sacramento News & Review*



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FACCCTS Wins Award

FACCCTS was a winner in the national Awards for Publications Excellence competition by Communications Concepts, Inc. The journal received an Award of Excellence in the category "One Person-Produced Magazines & Journals." Thanks to all faculty who wrote for *FACCCTS* in 1999-2000.

Inside

Academic Integrity

Page 11

Academic integrity is a hot topic on campuses these days. Reports that cheating is on the rise have cropped up over the past year, but so have efforts to prevent it. Read how you and your college can encourage students to stay true.

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On the cover: "Peek Performance," by Charles Waltmire. © The Sacramento Bee, 2000.

FACCCTS

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FACCCTS is the journal of the Faculty Association of California Community Colleges, a nonprofit professional association that lobbies for all California Community Colleges instructors, counselors and librarians, and the FACCC-Education Institute, FACCC's subsidiary for information dissemination and professional development. *FACCCTS* is published four times during the academic year, offering information, analysis, and provocative points of view about the politics, philosophy, and practice of education. *FACCCTS*' primary purpose is to provide a forum for faculty and the CCC "community." **Opinions expressed are those of the authors** and do not necessarily represent those of FACCC and FACCC-Education Institute, their boards, general membership or staff. *FACCCTS* publishes letters to the editor, commentaries, and other contributions on a space-available basis. *FACCCTS* reserves the right to condense and edit all text according to The Associated Press style and as deemed necessary. For a copy of writers' guidelines, please call FACCC at (916) 447-8555, fax (916) 447-0726, e-mail *faccc@aol.com* or write to: FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790. Visit the FACCC Web site at *www.faccc.org* for legislative alerts, information on FACCC-sponsored legislation, daily political news, advertising rates, Question of the Month, online purchases of books and other merchandise, special offers and more.

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Former Student Remembers Inspirational Teacher

Just finished reading the June 2000 *FACCCTS* with the wonderful piece by John McFarland, "White Bread Blues: Why the American Voters Nominated Bush and Gore."

Reading the article and the forceful and elegant way in which he couches his opinions made me wonder if this was the same John McFarland who taught at Junipero Serra High School in the 1960s in Gardena, Calif.

I went on hiking trips with the John McFarland I knew as the faculty leader. I was but a freshman but I remember that his leadership as we trekked across the High Sierras had a profound positive influence. I still remember his expounding on his silly McFarland's Rules of the Universe which were designed to get us all into an intellectual discussion to debunk his laws. I was disappointed that he left Serra in 1967 when I was a sophomore so that I was unable to take his highly acclaimed class my junior year.

I thought he might like to know that he came only one day as a sub into our freshman class and initiated a discussion on whether [Sandy] Koufax and [Don] Drysdale were doing the right thing by holding out for more money with the Dodgers.

However, I just met with a classmate, now a professor of English at UC Irvine, who also remembers this discussion. McFarland took the view that the two pitchers were exercising one of the only options to seek redress against an oppressive employer. This view was at odds with the view of freshmen who thought they were doing something terrible to the beloved Dodgers. If this is the same McFarland who was instrumental in the success of FACCC, it does indicate his consistency in espousing the rights of workers.

Terry Lyle
Respiratory Care
Modesto Junior College

Editor's note: *He is indeed the same John McFarland, and was delighted to hear that two of his former students became teachers.*

AACC President Praises FACCC

The following is from an Aug. 7 letter to FACCC President Carolyn Russell, reprinted here with permission.

As you may know, I will be assuming the position of the presidency of the American Association of Community Colleges in Washington, D.C., starting Sept. 1. While I am excited about the opportunity to provide leadership to community colleges at the national level, I will be leaving a big part of my heart behind in California. I have been a member of FACCC since 1971 when I was a faculty member at Butte College, and it is with some regret that I submit my resignation effective the end of August.

FACCC is a wonderful advocacy group for community college faculty and for the colleges in general. I know that without the work of FACCC, we would not have many of the benefits that our faculty members now enjoy. I also know what a key player FACCC has been in advocating for important legislation and improved funding for the system. Please accept my best wishes for the continued success of our association.

George R. Boggs
Superintendent/President
Palomar College

An Invitation

FACCCTS strives to become a major forum for discussing issues facing our California Community Colleges, exploring solutions, and "best practices." We also want it to be a voice that speaks up for our institutions and carries their message powerfully to political and civic leaders. For that we need your collaboration.

We will continue to improve the format and the reach of this award-winning journal. But the content, the thoughtful articles that reflect our day-to-day experiences—these must come from our readers. So please accept our invitation and send us your articles, comments, book or software reviews, stories, and suggestions. (See topics, page 9.)

Together we will make *FACCCTS* the most lively and interesting publication in California higher education. With 1.5 million students and the largest public college system in the country, we deserve no less.

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FACCCTS welcomes letters via mail (FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790) or e-mail *faccc@aol.com*. Please keep letters under 250 words and include your name, address, and daytime phone number for verification. *FACCCTS* reserves the right to edit letters for length, clarity and style.

Hoover Report Hits the Mark

by Deborah Dahl, Diablo Valley College

I just read Carolyn Russell's column "Little Hoover Report Flawed by Anecdotal Evidence" (June 2000 *FACCCTS*) and would like to make a few observations.

Carolyn mentions how the Little Hoover report, "Open Doors and Open Minds: Improving Access and Quality in California's Community Colleges," bemoans the "lack of teacher quality" and that good faculty are the exception is somehow incorrect due to "anecdotal evidence." Rationale for our inadequacy: (1) new hires with little teaching experience, (2) faculty have not taken courses in pedagogy, (3) professional development programs do not support teaching and (4) tenure does not "prioritize teaching excellence."

I hate to agree with the Little Hoover Commission, but they are right!

I have been an instructor since 1978 in the Contra Costa Community College District. Since we did away with the Community College Credential Program (something I went through in 1978) new teachers both full-time and part-time are coming in very ill-prepared. They don't understand the community college mission, they don't know how to write tests, order texts, write syllabi, lecture at a freshman/sophomore level, and take into consideration that we serve both the community as well as transfer students and that our basic aim is general education and survey courses.

We have a large pool of very qualified part-timers who are experienced but are overlooked...

We have a large pool of very qualified part-timers who are experienced but are overlooked because they have been part-timers for many years. So why are new hires often folks with little or no experience coming out of grad school or other states? I believe the first mistake made was discontinuing the CC credential in favor of a master's degree. Having a master's or doctorate does not a good teacher make! Nor does tenure.

I agree with Carolyn that we should not lower our minimum qualifications below the master's, but reconsider putting back the community college credential (a minimal amount of units covering the basics of how to teach and reach the typical community college student, and the mission of the community colleges, plus one semester of mentored student teaching), which was offered at the local California State University.

The Little Hoover Report "naively" asked, "Why don't community colleges hire only experienced teachers?" I ask the same! We have 30,000 part-timers in California, many of whom have many years of experience, but they are categorically overlooked time after time.

Carolyn wrote, "If every college hired only experienced teachers, we soon would have no faculty left to hire." How absurd. With 30,000 part-timers in the current pool, and if new teachers were to work two to five years as a part-timer to gain experience and knowledge of the system, we would always have a pool of experienced teachers.

The Little Hoover report asks, "How is it possible for contract faculty to receive tenure if they don't teach well?" Carolyn's answer is "they don't." I know of some instructors at my college (based on first-hand and anecdotal information from full-timers, part-timers and students) who should have never been hired, let alone received tenure. Also, student evaluations are questioned, and peer evaluations (give me a break) are still nothing more than "I won't report you, if you don't report me." We are as bad as lawyers and doctors; we will never properly police ourselves.

Until all faculty are treated equitably and part-timers are given a fair shake for full-time employment (especially those of us with many years of experience) I personally will never encourage my students to be a community college instructor because their prospects, in my experience, are dismal.

I hope you consider some of this information. This is one time that I felt a perspective from the trenches was in order.

Deborah Dahl teaches music and humanities and is Part-time Faculty Senate Representative at Diablo Valley College.

Have an opinion to share? Submit a 600-word essay. Call *FACCCTS* Managing Editor Katherine Martinez at (916) 447-8555 or *k7martinez@aol.com* to request writers' guidelines, or see them under "Publications" at *www.faccc.org*.

Sweet Dreams Are Made of This

Carolyn Russell

Remember this recurring stress dream from your college days?

You've forgotten to drop a class and show up to take the final. The test is in hieroglyphics. Everyone around you is writing rapidly while you realize that your academic life will be marred by a scarlet F.

Giving Fs to eager students who worked hard but simply could not master course content—welcome to the faculty nightmare. The California Community Colleges are an open-access system that relies on recommended (rather than mandatory) prerequisites, an increasing number of part-time faculty, and has $300 million in Partnership for Excellence funding attached to outcome measures—it's enough to keep us up all night.

How do we tell students who have high school diplomas that they can't yet do college-level work? It's reasonable for them to avoid taking developmental courses; they want to get on with their general education requirements. And we enable them because our colleges are afraid of losing money tied to numbers of Full-Time Equivalent Students.

Faculty can let underprepared students drop by the wayside, but it's not our nature. So we attempt to be all things to them, reading and lecturing from the text, and avoiding painful, contorted prose on essay exams. The eclectic classroom fails us all.

Isn't it time we required prerequisites, as the FACCC Board of Governors Policy Committee recommended in the last *FACCCTS*, and reexamined the length and scope of our developmental courses? Further, we must continue to lobby for a different funding mechanism, one not based solely on numbers of enrolled students.

Since we haven't yet fully addressed these problems, those of us who are tenured, full-time faculty anguish as our student retention rates drop and Fs go bump in the night. We are disheartened but protected.

But what about the part-time faculty who feel pressure to walk the line between integrity and their own job security? Students complain when they fail. Part-time faculty members are all too often evaluated by complaint. That is, rather than receiving regular, formal evaluations, theirs may be irregular and cursory with the administrative fallback that if the part-timers don't "work out," administrators can easily replace them. Part-timers need rehire rights and the academic freedom that comes with it, so that they can teach and grade independently from the pressure to keep their jobs. That's what FACCC co-sponsored Assembly Bill 2434 is all about.

Accountability has always been a part of teaching, though now our grading system doesn't seem to satisfy legislators and the public who link us to K-12's failings.

That's how Partnership for Excellence began in 1998. The California Community Colleges now receive money tied to system goals that we must meet to continue receiving this funding in future years ($155 million for 2000-2001). Some of the goals include increasing certificates and degrees awarded, student retention, and transfers.

Three goal revisions are attached to Partnership this year. The Consultation Council agreed to change the base year from 1995-96 to 1997-98, increase the degrees and certificates goal from 110,500 to 118,158 and increase the workforce development goal from 1,279,716 to 1,462,947 completed vocational courses. This raises the question, "How can we achieve these?" Other questions come to mind:

- Certificates: How many new ones will we create in a desperate attempt to meet the goal?
- Associate degrees: Will we end up mailing degrees to students who now must apply for them? While I'm not against the practice, it'll create only a temporary increase because student populations remain stable from year to year.
- Retention: Will administrators encourage us to "review" our grading and attendance policies and will the need to meet Partnership's numerical objectives affect our evaluations?
- Basic skills progression: Will we reconfigure our developmental skills courses into increasingly small packages to ensure tiny successes?
- And, if we refuse to rely on these quick fixes, how can we develop valid outcome measures?

One of Gov. Gray Davis' reasons for vetoing increased funding for part-time office hours was that it "does not contain any assurance of improvements in the quality of instruction or student outcomes." How do we prove that office hours for all faculty produce positive results, that seeing a counselor increases transfer rates, that on-campus jobs help retain students?

Chancellor Tom Nussbaum's committee on budget changes made a proposal that warrants our attention. It addresses the need for research regarding what factors contribute to student success. We must take a scholarly, proactive approach to accountability that allows us to maintain our integrity and serve our students honestly.

We need information to know what works for students, and funding to make it happen so we can all sleep at night.

Carolyn Russell is president of FACCC and teaches English at Rio Hondo College in Whittier. E-mail her at crussell@rh.cc.ca.us.

Political Integrity: Virtue or Oxymoron?

Jonathan Lightman

I can't think of a better theme than "academic integrity" for this issue of *FACCCTS*.

It squares nicely with the related topic of "political integrity"—does this concept exist or is it simply a contradiction in terms?

For me it hearkens back to 1972, when I saw a button stating, "Remember Oct. 10." (I'm not sure if it was actually the 10th, but it was certainly October). It referred to then-candidate Richard Nixon's 1968 speech declaring that anyone who couldn't end the Vietnam War in four years didn't deserve reelection.

Buttons notwithstanding, the country reelected Nixon in a landslide.

Years later, a segment of the population held former President George Bush in contempt for breaking the "no new taxes" promise. Nonetheless, his subsequent defeat had more to do with the economic recession than a breech of trust over taxes.

This year's state budget raises similar questions.

As a gubernatorial candidate, Gray Davis made unequivocal statements to the FACCC Board of Governors supporting a 75 percent/25 percent full-time/part-time faculty ratio, 11 percent (or greater community college share of the Proposition 98 split with K-12) and increased benefits for part-timers.

The 2000-2001 state budget, however, reflects a different set of priorities. Growth and Cost of Living Adjustment were augmented to healthier levels, Partnership for Excellence (the program that ties funding to systemwide goals) was fully funded, Extended Opportunity Programs & Services secured money for book stipends for students, and scheduled maintenance and instructional equipment received a huge boost in one-time funds.

On the other hand, money for human resources—full-time faculty hiring, part-time faculty salaries—was excised in the state budget "May Revise;" the Proposition 98 split stood at 10.3 percent; augmentation for part-time faculty office hours was vetoed.

Given this balance sheet, did the governor demonstrate political integrity?

> I don't believe that we can judge any governor on less than two years of a four-year term.

Some would argue "no" considering that faculty helped elect Davis based on his campaign statements. Aside from the enhanced COLA, faculty priorities are not in this budget.

Others would argue differently. They would point to the enhanced COLA as an indication that the governor is willing to help faculty. Regarding part-timers, they would point to the governor's veto message of the enhanced office hours program in which he expressed his support for "fair wages and employment conditions."

My own analysis begs the question of "political integrity" because I don't believe that we can judge any governor on less than two years of a four-year term.

We have a stronger sense of Davis' direction on community colleges: enhanced community service, ties with K-12 schools and transfers. At the same time, he wants a thorough understanding of the problems part-time faculty face, through a legislatively-mandated California Postsecondary Education Commission study.

Davis has made it clear—through budgetary actions and veto messages—that full-time faculty hiring should come from Partnership for Excellence money. Also, his emphasis has been on the overall level of community college funding, and away from the notion that the system should receive 11 percent of Proposition 98 funding, designated for K-14 education.

FACCC's challenge is to continue informing the governor of its priorities, which we've built over time, and are unlikely to change. We'll continue advocating the 75/25 ratio, pro-rata pay, part-time faculty seniority, and enhanced working conditions for all faculty.

If we can close the gap between our priorities and the governor's, we'll ascribe to him a high level of political integrity. If not, we'll need to examine our options.

In either case, we must learn from historical example. Chief executives are neither elected nor defeated based upon political promises, but on overall achievement records. It's not political integrity, but day-to-day life, that sways voters. Given today's positive climate, it's likely we'll see voters reelect current leaders to another term.

Let's substitute the discussion of campaign promises and political integrity with a challenge of how to integrate our priorities into the governor's agenda. If we succeed, we'll have enough integrity to claim on all sides.

Jonathan Lightman is executive director of FACCC. Contact him at JLFACCC@aol.com.

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Call for Submissions

***FACCCTS* is a forum for faculty views. It depends on reader submissions.**

You may submit something as short as a 200-word Teaching Tip, or as long as a 1,200-word article.

Request writers' guidelines from Managing Editor Katherine Martinez at (916) 447-8555 or *k7martinez@aol.com*, or see guidelines at *www.faccc.org* under "Publications."

FACCCTS is also interested in artwork and political cartoons from faculty and students. Contact Katherine Martinez to discuss topics.

Here are just a few topics. Please feel free to suggest others.

December 2000 *FACCCTS*

Theme: FACCC Retrospective/ Conference Review

Deadline: Oct. 9

- Anecdotes and memories from FACCC's history, from the present to FACCC's founding in 1953
- Commentaries on the Sept. 22 Education Summit at the FACCC Conference
- Now and Then: Article about the first California community college
- Story about the newest California community college
- Perspectives from Long Beach City College faculty members who were involved in founding FACCC
- Reflections on how the system has changed since the Master Plan of the 1960s and exploring anticipated changes in the coming years

March 2001 *FACCCTS*

Theme: Part-Time Faculty Issues

Deadline: Jan. 15

- Perspective of a faculty member who teaches part-time by choice
- Perspective of a part-timer who has recently become full-time
- Perspective of a new part-time faculty member
- Do full-timers need to stand up more for part-timers? (i.e. UPS)
- Pro-rata pay

June 2001 *FACCCTS*

Theme: Technology Revisited for the New Millennium

Deadline: April 16

- Is technology in general working in the California Community Colleges?
- Does technology damage credibility of instruction?
- Where do the community colleges fit in? How can we compete with universities like UCLA?
- Making CCC available to fit students' lives.
- Does distance education work only for certain subjects?
- Proliferation of proprietary schools (such as M.T.I, University of Phoenix) and their impact on community colleges
- Perspective of instructors who use software that allow students to chat, e-mail, and foster a community in online classes.
- Intellectual property rights

Other suggested topics:

- Teaching today's students
- Advice to new faculty members from an experienced instructor, counselor or librarian
- The challenges of dealing with mentally ill students
- The challenges of teaching vocational education with outdated equipment
- College/business partnerships
- Key points in shared governance
- Academic freedom
- Diversity
- How are you (or your college or district) improving student success?
- Innovative community college programs
- Partnership for Excellence: how does your college choose funding priorities?
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ACADEMIC INTEGRITY

Cheating is rampant, as you may have read in various articles over the past year. Sixty-eight percent of college students admitted in an anonymous survey last fall that they engaged in some form of serious cheating.

But the Center for Academic Integrity, which released the survey in February, argues that colleges can reduce cheating by promoting and enforcing honor codes.

FACCCTS has gathered information and suggestions from your faculty colleagues to help you tackle this challenging subject. Included is a commentary by Jeanne M. Wilson, president of the Center for Academic Integrity. (She'll speak at FACCC's Nov. 10 workshop on academic integrity).

Let us know what you think. Please send your letters to the editor, commentaries and suggestions.

—Katherine Martinez, *FACCCTS* Managing Editor

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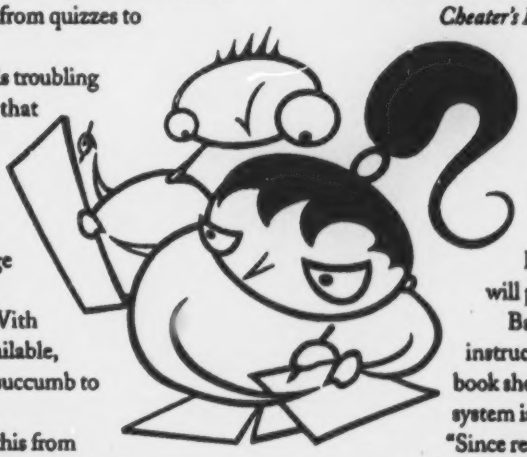
Cheater's Handbook May Tempt Honest Students

by Dona Nichols, San Jose City College

Whoever coined the phrase "cheaters never prosper" never met Bob Corbett, who has taken cheating to a new level in his book *The Cheater's Handbook: The Naughty Student's Bible.*

Corbett claims to have more than 10 years of successful cheating experience at everything from quizzes to SATs.

The fact that this book exists is troubling for sure, but even worse is the fact that many campus bookstores stock it.



As a student I can remember random cheating occurring, but it was rare. As a teacher at both the community college and state college level, I've seen a huge increase in cheating over the past few years. With *The Cheater's Handbook* readily available, even honest students are likely to succumb to temptation.

"You'd expect something like this from the Internet because it's had a seedy side from the beginning," said Ralph Nichols, a journalism professor at Evergreen Valley Community College. "But to see a cheater's handbook actually being sold in bookstores is like the last respectable medium has been corrupted."

With cheating and Internet plagiarism at an all-time high, most teachers would agree that they should take a second look at their school's policy on academic dishonesty. Surprisingly, most schools don't have one.

The cheating policy at San Jose City College is very general, said Dean of Language Arts Lois Lund.

"Instructors within the Language Arts division handle cheating differently," Lund said. "Some fail the student, some make the student redo the assignment, some give no credit for that particular assignment."

What does it mean for faculty and students that *The Cheater's Handbook* exists?

"For the experienced teacher, I don't think it means much," Lund said. "They have seen and heard just about all the ways students can cheat. It might help new teachers get up to speed. If everyone knows the tips, how can it be effective?"

John Kleinman, who teaches at Riverside Community College agreed: "It will probably help some faculty members."

Barbara Broer, a composition and literature instructor at San Joaquin Delta College, said the book shows how weak the community college system is on handling cheaters.

"Since reading this book, I have been returning to its ideas and wondering if there are more things I could do to discourage cheating," she said. "I try to change assignments often, but I admit it's difficult with our course assignments of 15

An Ounce of Prevention

Make sure your college has a policy on academic integrity and that it's widely disseminated and enforced. Ask your campus bookstore to stop ordering *The Cheater's Handbook*, but buy one copy for faculty reference.

Preventing Internet Plagiarism

- ☐ Assign specific topics that stress thought and analysis more than recall of facts.
- ☐ Require that students turn in an outline and rough drafts of research papers.
- ☐ Request that students submit final versions of papers with drafts.
- ☐ Make the assignment challenging but not overwhelming. Topics that are too difficult invite cheating, as do boring, trivial, and uninteresting topics. See *Designing Effective Writing Assignments.* (Sources: Eble, 1988; *Preventing Plagiarism*, 1987; Singhal and Johnson, 1983)
- ☐ Change the assignments for each course offering.
- ☐ During the term, schedule a variety of short in-class papers.

Preventing In-Class Cheating

- ☐ Create individualized tests for students taking a make-up.
- ☐ Make sure that you or your proctors are in the room at all times during a test.
- ☐ Seat students in alternate desks if space allows.
- ☐ Have students place backpacks, notebooks and all other belongings in the front of the classroom.
- ☐ Require that students wear ball caps backward so the bill is at the back of the student's head.
- ☐ Examine blue books before the exam.
- ☐ When you see "wandering eyes," don't be shy about moving that student to another seat.
- ☐ Supply scratch paper. Never let students supply their own scratch paper.
- ☐ Let students know that the restroom is off limits during the test.
- ☐ Spend some time in the rear of the classroom.

Remember that academic misconduct is a crime of opportunity; state your policy on cheating clearly in your syllabus and follow through.

–Dona Nichols

units and the number of students we teach—150 students in five composition courses at the beginning of the semester."

Broer said her college has no committee devoted to cheating, and is unsure about whether faculty can even keep a record on students' cheating incidents due to privacy policies.

In the absence of a tried and true campuswide policy on academic honesty, it's more important than ever for teachers to be more aggressive at the beginning of the semester, informing students what might happen if they cheat.

There was a time that CliffsNotes were the biggest temptation facing students, but those days are gone. Students can't walk past a campus bulletin board without spotting an ad for some term paper mill that promises customized papers on any subject for a fee.

Even Corbett admits that cheating is not the best way to go and attributes it to his own feelings of inadequacy in many conversations.

In a Feb. 29 interview with *The Sacramento Bee*, Corbett said he has "grown up a thousand years since this book came out. I've learned that everything you do does affect the world."

Cheating may have resulted in a book deal for Corbett but he'll never be anyone's lifeline on "Who Wants to be a Millionaire."

Dona Nichols teaches journalism at San Jose City College and California State University, San Jose.

Academic Integrity—Thoughts and Tips

FACCC informally asked faculty members on the FACCC listserves for tips, anecdotes and opinions on academic integrity. Below are some of the responses.

I print out four different copies of the test with four different question orderings. The tests are not remarkably different, I just move around the order of the questions. Each of the four different copies have a different color. No two persons sitting next to each other ever get the same color copy exam. Because students know the tests are slightly different, they don't even bother to cheat. It is more work for me as an instructor, but I have more peace of mind on test days.

Monica Taylor, Political Science
Chaffey College

Make less work for yourself: Yes, print tests on different colors of paper, but MAKE THEM THE SAME TEST. Students will assume they're different editions, so you'll have accomplished your goal of trying to make them keep their eyes on their own papers.

If you think this method is devious, so is your assuming the students are devious (enough to cheat).

So much for academic integrity. Where does it BEGIN?

Gloria Heller
Santa Monica College

I always emphasize to my students that cheating is not only dishonest but also utterly stupid because they risk their reputation, which represents so much, for a few lousy points in a test, which represents so little. I tell them that I will throw them out on both counts, dishonesty and stupidity, with no regret! It seems to work.

Jean Lecuyer, Physics
Glendale Community College

The schools as they now operate are not adjusted to learning, exactly, but to the kid getting the grade to go up to the next step. If a teacher can stimulate the true joy of learning, the system still requires grades, units, hours, and all that unnecessary superstructure.

Lee Hancock, English
Los Angeles City College

This, I believe, will be a minority opinion. My position is based on the teachings of the late W. Edwards Deming. He taught, and I teach, that there is no integrity in ANY rating, ranking, grading, competitive situation.

For those open, I recommend: (a) Deming's work "The New Economics," available from many online stores, (b) (with humble apologies) my own paper on grading at: *http://deming.ces.clemson.edu/pub/den/dnelson01.htm.*

Basically, the problem relates to the absence of systems thinking (and, therefore, being unable to see variation in any system as at least 95 percent due to the system vs. the individual member(s) of the system) and the faulty application of reductionist, parts focused (vs. systems) thinking (and, therefore, seeking always to assign blame to individuals).

This course of action automatically creates an atmosphere of fear, mistrust, "winning is everything," "find a scapegoat," "you're guilty IF you are caught," and sophisticated cheating, not just in Academia, but in every walk of life…

I literally do not have those problems. Integrity is the expectation. How I do it is in my paper cited above. In brief:

a. Create an environment of trust

b. Create an androgynous (vs. pedagogical) approach

c. Enlist all class members in mutually attaining integrity in class objectives and results

d. Focus on the "Joy of Learning"

Until we universally move in that direction, wiping out the mistakes ranging from "grading" with no knowledge of the interrelational impacts of students psychological types, learning styles, etc., and the "instructor's" type, style etc. to the nonsense of SAT, there will be no integrity in our "system"…

Del Nelson, Professor of Management
American River College

BEST COPY AVAILABLE

A Cooperative Approach to Academic Integrity

by Jeanne M. Wilson

Recent reports of alarming levels of college student cheating have left faculty wondering how to deal with this "epidemic" of dishonesty.

The Center for Academic Integrity, a national consortium of more than 200 colleges and universities, sponsors research and projects that may identify some answers—and provide good news about the effectiveness of efforts to promote academic integrity.

The center is a unique organization that includes administrators, faculty, and students as equal partners, from the full spectrum of higher education institutions. Two of the center's five officers are faculty/administrators from community colleges, although community colleges comprise less than 10 percent of the center's institutional members.

The center issued the Fundamental Values of Academic Integrity, *www.academicintegrity.org/values.asp* (see next page) in October 1999, mailing copies to more than 4,000 college presidents. Intended to stimulate "campus dialogue, national conversation, and institutional action" on the issue of academic integrity, this document explains why academic communities can thrive only when they are firmly rooted in the values of honesty, trust, fairness, respect and responsibility. In contrast, cheating is the antithesis of the quest for knowledge, and the love of learning, which are at the heart of the teacher-student relationship.

To explore strategies for implementing these values, the center conducted a 21-campus survey of student and faculty attitudes and behaviors regarding cheating. Twelve of the colleges also participated in a grant-funded pilot project to test a prototype self-assessment tool for evaluating academic integrity issues. The campuses ranged from public universities with more than 25,000 students to small privates with only a few hundred undergraduates, and included some community colleges.

Survey results showed that students at certain large campuses (including UC Davis) reported significantly lower levels of cheating than the national average. This suggests that key characteristics of programs at such schools may help create a campus climate of integrity that deters cheating.

As part of the pilot self-assessment study, Davis assembled a panel of faculty, students and administrators to review policies, educational materials, enforcement processes and sanctions. The panel concluded that while there was work yet to be done, UC Davis clearly benefits from a concerted focus on academic integrity issues, and from a cooperative approach involving students, faculty and administration in prevention and outreach, policy development and decision-making.

UC Davis has a long tradition of student and faculty involvement in promoting academic integrity, extending over 80 years. Initially, Davis was an honor code school, and students had sole responsibility for policing themselves. When enrollment reached 15,000 in the mid-1970s, it became clear that the job of maintaining academic honesty was too big for students alone. The campus adopted a Code of Academic Conduct (see next page) delineating the responsibilities of students, faculty, and administrators in upholding academic integrity.

A critical part of this shared responsibility is the 12-member Campus Judicial Board. Board students serve on hearing panels to resolve alleged misconduct, and also develop and disseminate programs and written information for faculty and students. These programs include annual events such as "Integrity Week" and the "Campus Judicial Report," a summary of discipline cases printed weekly in the *California Aggie* campus newspaper.

The faculty's role is to set clear standards, model ethical behavior for students and report misconduct. Finally, the administration provides staff and funding to resolve most cases through an administrative process designed to help students learn from their experience.

UC Davis is just one example of this kind of cooperative approach. No one campus can solve the problem of cheating alone, but working together, we find that we can deter dishonesty while enhancing the educational experience and quality of learning for our students, as well as their decision-making skills and personal integrity.

Jeanne M. Wilson is president of The Center for Academic Integrity at Duke University and director of Student Judicial Affairs at the University of California, Davis.

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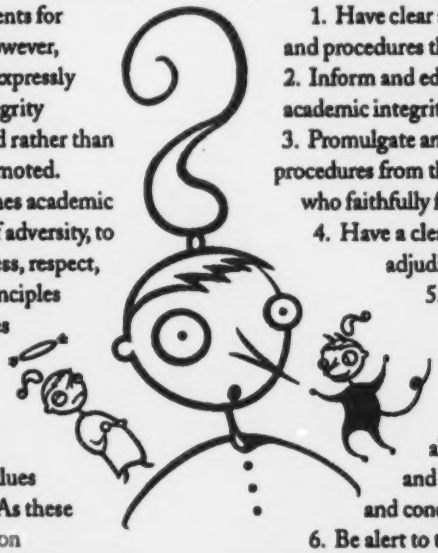
http://sja.ucdavis.edu/

What Is Academic Integrity?

Excerpt from "The Fundamental values of Academic Integrity." See the complete text at www.academicintegrity.org/values.asp

Higher education and society benefit when colleges and universities have standards of integrity that provide the foundation for a vibrant academic life, promote scientific progress, and prepare students for responsible citizenship. Many institutions, however, have neither defined academic integrity nor expressly committed to it. Others explain academic integrity merely by listing behaviors that are prohibited rather than by identifying values and behaviors to be promoted.

The Center for Academic Integrity defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.



An academic community flourishes when its members are committed to the five fundamental values. Integrity is built upon continuous conversations about how these values are, or are not, embodied in institutional life. As these conversations connect with institutional mission statements and everyday policies and practices, a climate of integrity is sustained and nurtured. Vigorous academic integrity policies and procedures, with faculty and student support, promote the learning process and the pursuit of truth. This also helps create a stronger civic culture for society as a whole.

Research by CAI members and many others shows that student cheating is on the rise and that the pressures and opportunities for dishonest behavior are increasing in many academic and professional contexts. Thoughtful, wide-ranging, and effective action is required to reverse these trends. The CAI invites educators, students, and citizens to contribute to this effort.

How To Develop A Strong Program For Academic Integrity

The call to promote academic integrity places responsibility upon everyone in the educational community to balance high standards with compassion and concern. From its study of the processes and practices of successful academic integrity programs, the Center for Academic Integrity has developed seven recommendations that are appropriate to every institution of higher education.

An academic institution should:

1. Have clear academic integrity statements, policies, and procedures that are consistently implemented.
2. Inform and educate the entire community regarding academic integrity policy and procedures.
3. Promulgate and practice rigorously these policies and procedures from the top down, and provide support to those who faithfully follow and uphold them.
4. Have a clear, accessible, and equitable system to adjudicate suspected violations of policy.
5. Develop programs to promote academic integrity among all segments of the campus community. These programs should go beyond repudiation of academic dishonesty and include discussions about the importance of academic integrity and its connection to broader ethical issues and concerns.
6. Be alert to trends in higher education and technology affecting academic integrity on its campus.
7. Assess regularly the effectiveness of its policies and procedures and take steps to improve and rejuvenate them.

All institutions should encourage actions and policies that promote and justify the values of academic integrity and highlight their interconnectedness. Campus dialogue, national conversation, and institutional action are the keys to the process of strengthening academic integrity. Our campus cultures and our civic culture will be the better for these efforts.

UC Davis Code of Academic Conduct

The following is an excerpt. See the complete code at http://sja.ucdavis.edu/SJA/ACOC.html

All members of the academic community are responsible for the academic integrity of the Davis campus. Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty. (1) Academic dishonesty is contrary to the purposes of the University and is not to be tolerated. A code of conduct for the campus community must exist in order to support high standards of behavior.

Examples of academic misconduct include:

- receiving or providing unauthorized assistance on examinations
- using unauthorized materials during an examination
- plagiarism: using materials from sources without citations
- altering an exam and submitting it for re-grading
- fabricating data or reference
- using false excuses to obtain extensions of time

The ultimate success of a code of academic conduct depends largely on the degree to which it is willingly supported by students themselves.

The Responsibilities of Students

The following recommendations are made for students:

1. Be honest at all times.

2. Act fairly toward others. For example, do not disrupt or seek an unfair advantage over others by cheating, or by talking or allowing eyes to wander during exams.

3. Take group as well as individual responsibility for honorable behavior. Collectively, as well as individually, make every effort to prevent and avoid academic misconduct, and report acts of misconduct which you witness.

4. Do not submit the same work in more than one class. Unless otherwise specified by the instructor, all work submitted to fulfill course requirements must be work done by the student specifically for that course. This means that work submitted for one course cannot be used to satisfy requirements of another course unless the student obtains permission from the instructor.

5. Unless permitted by the instructor, do not work with others on graded coursework, including in class and take-home tests, papers, or homework assignments. When an instructor specifically informs students that they may collaborate on work required for a course, the extent of the collaboration must not exceed the limits set by the instructor.

6. Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source. Students who are confused about whether a particular act constitutes plagiarism should consult the instructor who gave the assignment.

7. Know the rules—ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinary sanctions, including suspension and dismissal.

The ultimate success of a code of academic conduct depends largely on the degree to which it is willingly supported by students themselves.

The Responsibilities of Faculty

The faculty is responsible for teaching courses and is governed by its own legislation. Regulation 550 of the Davis Division of the Academic Senate governs the conduct of examinations and adjudication of allegations of academic dishonesty. This section of the Code of Academic Conduct is offered as advice on means for maintaining a spirit of integrity and academic honesty.

The following recommendations are made for the faculty:

1. Clearly inform students of course and grading requirements, and of standards of scholarship and conduct to be observed on assignments.

2. Use examination formats that discourage academic misconduct.

3. In cooperation with the administration (campus, college and department), try to minimize problems arising from crowded examination conditions. Alternate seating should be provided during examinations when possible.

4. Call attention to the Code of Academic Conduct and take other steps to reinforce a sense of honesty and integrity in students.

5. Tell students how to report violations of the Code.

6. Monitor examinations. A monitor is an individual (instructor, teaching assistant or designated student) who is present in the room during examinations to answer students' questions and to assist students in their efforts to follow the Code of Academic Conduct. A monitor who observes students violating the Code can tell them to cease, record their names, and report them to the Office of Student Judicial Affairs. Students cannot be prevented from completing an examination simply because it is suspected that they have cheated.

7. Use grades to evaluate academic performance, not as punishment for unethical behavior. Under Regulation 550, a grade of "0" or "F" may be assigned to examinations or assignments on which cheating, plagiarism or any other form of academic dishonesty is admitted or determined to have occurred by proper adjudication. If the student admits or is determined after adjudication to have committed a violation of the Code of Academic Conduct which does not involve dishonesty, the faculty member may assign an appropriate grade penalty for the misconduct.

The Responsibilities of the Administration

The following recommendations are made for the administration:

1. Provide physical settings for examinations that minimize opportunities for cheating.

2. Provide technical assistance for instructors, through the Teaching Resources Center and other sources, in preparing and administering examinations to minimize opportunities for academic misconduct.

3. Appoint adjudication committees to deal promptly and justly with cases of alleged academic dishonesty so the procedures gain and hold the confidence of students and instructors. Basic procedural fairness is to be insured in all disciplinary procedures.

Eye-Opener: Exploring Faculty Ethics

If you learned of a faculty colleague behaving inappropriately on campus, what would you do?

This was one question MiraCosta College political science professor Leon Baradat explored while leading FACCC Workshops-To-Go on faculty ethics in the early 1990s.

The workshops proved very popular, and Baradat traveled around the state to about 10 community colleges to engage campus leaders in discussing scenarios based on real cases. Participants role-played, with faculty pretending to be administrators or trustees, and vice versa.

Some scenarios included a faculty member who drank a lot, another who was pursuing or sexually harassing a student, and similar situations that Baradat found in newspapers.

"The objectives were, one, to discuss ethical questions, from various points of view," said Baradat, a former FACCC president, "and two, allow people to see the world from the other side."

"That exercise ended up to be a really good exposition of interests," Baradat said. "People were forced to view things from a different perspective, and it was very popular."

Baradat thinks colleges could benefit from written policies on faculty ethics as long as they provide only general guidelines.

"It depends on how it's written," he said. "Some folks want to focus on a specific problem. There are a lot of hidden agendas in that stuff."

Of the workshops, Baradat said, "I found it very helpful in resolving problems on campuses when people are open to the points of view of others and try to actively understand them."

It would be helpful if faculty's rights in the classroom were published every four or five years, Baradat said. He heard of a vice president of student services, years ago, bullying a new faculty member into changing a student's grade.

Faculty ethics is a more important topic than people give attention to, Baradat said.

"I think people in the abstract are interested in it, but we don't have time to think about it until you're on the spot.

"It's not difficult to get people to participate in discussion, but someone has to make the move. I think it would be helpful...so that people can be more conversant on ethics in an academic community."

ACADEMIC INTEGRITY IN THE NEWS

Here is a list of some recent articles on academic integrity:

"Peek performance," by Alison apRoberts, *The Sacramento Bee*. ("Studies show college campuses with honor codes can beat the cheats"), Feb. 29, 2000

"Focus on Ethics Can Curb Cheating, Colleges Find," by Kenneth R. Weiss, *The Los Angeles Times*. ("Academic dishonesty is rampant, but students will respond to higher standards of integrity, a study shows"), Feb. 15, 2000

"Professor Fights Web Plagiarists with Web," by Jeff Gottlieb, *The Los Angeles Times*, Jan. 1, 2000.

"Parents, Hold the Line," editorial, *The Los Angeles Times*, Dec. 26, 1999.

"Web of deceit: Internet site nabs term paper copycats," by Michelle Locke, *Associated Press*, Nov. 26, 1999.

"How to Proctor From a Distance: Experts say professors need savvy to prevent cheating in online courses," by Dan Carnevale, *The Chronicle of Higher Education*, Nov. 12, 1999.

"Toward a Culture of Academic Integrity," editorial, by Donald L. McCabe and Patrick Drinan, *The Chronicle of Higher Education*, Oct. 15, 1999.

"Colleges Urged to Better Define Academic Integrity and to Stress Its Importance," by Robin Wilson, *The Chronicle of Higher Education*, Oct. 15, 1999.

"Cheating on rise in U.S. schools, study indicates," by Angelica Pence, *The San Diego Union-Tribune*, Sept. 13, 1999

Bookmark: The Ethics Connection: *http://www.scu.edu/Ethics/*, sponsored by the Markkula Center for Applied Ethics at Santa Clara University, *The Chronicle of Higher Education*, Aug. 13, 1999.

"The Great Term-Paper Flap," by Joshua Quittner, *Time* magazine, Nov. 24, 1997

From the December 1999 Question of the Month at *www.faccc.org*

Do you think cheating in the community colleges has increased in recent years? Why or why not? What is your experience?"

As long as there are colleges and exams or written assignments, there will be cheating.

Our role in the classroom is to make it difficult so that if a student cheats and gets away with it they will [not] be skilled accomplished cheaters. That way when they move on in life they can['t] continue to exploit those they contact and misrepresent themselves.

My observation is that the person caught cheating now, compared to 20 or 25 years ago, is far more arrogant. Also, unfortunately, I don't have the same administrative support that I had two decades ago to deal with dishonest students. Back then, unless proper remorse was demonstrated, the student was unquestionably dropped from the class. Now it is more likely that I will be counseled about avoiding potential embarrassment to the student and encouraged not to drop said student, but to let them drop, then there is no chance that the student will bring suit against me or the institution. A very sad state of affairs.

My solution? A very strong statement about dishonesty in my syllabus, and resolution at my level in the classroom. Why defer to an authority without a backbone? I didn't realize the button this question pushed until I began my response. Thanks for the insight.

—Jeanne Lee Cosby

It seems only a very few resort to cheating, usually in desperation because they are failing. I try to maintain a professional atmosphere in the class and encourage collaboration, but using alternate copies of exams and random access to questions during practicals...cheating is minimized.

—Dell P. Redding

When I have large lecture classes, cheating has been an occasional problem. But it is no more common than it was 25 years ago. Of course I may be unable to see or hear as well?

—Steve Stocking

Some Resources on the Web

Why the Academic Senate Has Adopted the AAUP Ethics Statement, April 1988:
www.academicsenate.cc.ca.us

Faculty Ethics: The AAUP Ethics Statement, April 1994
ww.academicsenate.cc.ca.us

Plagiarism.org (Anti-plagiarism resource for professors. Checks submitted material against millions of online pages):
www.plagiarism.org

List of paper mills:
www.coastal.edu/library/mills2.htm

Anti-plagiarism site by Bruce Leland, professor, Western Illinois University:
www.wiu.edu/users/mfbhl/wiu/plagiarism.htm

The Instructor's Guide to Internet Plagiarism:
www.plagiarized.com

Reedley Prof Competes in Olympic Trials

Congratulations to FACCC member Lacy Barnes-Mileham, a psychology instructor at Reedley College, for qualifying to compete in the July 17 women's discus finals at the Olympic Track and Field Trials in Sacramento. She came in ninth, with 55.44 meters (181'11.00.").

"I had expected to make the team," Barnes-Mileham told *FACCCTS*. "It was a bit disappointing not throwing well on the second day of competition. But as always it's a good experience to compete in the Trials. If there's a next time around, you can use those experiences to draw from."

Barnes-Mileham was the top American woman finisher in the 1996 Olympic Games in Atlanta. She attended CSU Fresno on an athletic scholarship, and has been competing in the discus for more than 20 years.

Barnes-Mileham is going on a year-long sabbatical to begin courses for a doctorate in organizational behavior at Claremont College. But her Olympic days may not be over just yet. Barnes-Mileham said she's thinking about training for the 2004 Olympics.

Advocate Wins Award

Congratulations to FACCC member Paul DeBolt and his students at the Contra Costa College *Advocate*, which won first place for general excellence in the California Newspaper Publishers Association "Better Newspapers" contest.

The Bakersfield College *Renegade Rip* won second place in the community college division.

DeBolt is entering his 21st year of advising the newspaper and teaching journalism full-time at Contra Costa College.

Stapleton Praised

Kudos to FACCC member Jean Stapleton and her East Los Angeles College journalism program.

One of Stapleton's students, Christine Senteno, was interviewed Aug. 15 at the Democratic National Convention on the need for child care programs. She talked about almost having to drop out of college due to child care difficulties. But Senteno gave Stapleton credit for helping her stay in school by finding her a scholarship.

"She sent me an e-mail the day before [the interview] and said 'I'd never be here without you,'" Stapleton told *FACCCTS*.

Seteno, who is active in politics and the Democratic party, wants to run her own political magazine after she graduates. Stapleton has taught at the college and been adviser to the *Campus News* for 28 years.

Fullerton Golfer Profiled

Congratulations to FACCC member and Fullerton College coach Nick Fuscardo, whose student, Hye-Yoon Jung, a champion golfer, was featured in an Aug. 17 article in the *Los Angeles Times*.

Jung, 20, is from Dae-Gu, South Korea, and has quickly made a name for herself in the golf world since leaving home five years ago. She attended the Kooralbyn International School in Queensland, Australia, where she was Player of the Year as a senior, before coming to Fullerton College three years ago.

Jung is preparing for the 2000 Orange Empire Conference golf season and is looking to improve on her outstanding 1999 performance, the *Times* reported. Jung was 1999 Orange Empire Conference Player of the Year, 1999 Southern California Community College champion, and 1999 California State Community College runner-up.

Fuscardo, who believes Jung has the ability and confidence to attain her goal of playing on the Ladies Professional Golf Association tour, told the *Times* that Jung's time away from home has made her more disciplined and mature.

"For her to maintain a great frame of mind, being so far away from her mom and dad, is impressive," Fuscardo said. "Both she and her parents deserve a lot of credit."

McFarlin Recognized

Congratulations to FACCC member Annjennette McFarlin, speech and communications professor at Grossmont College. McFarlin received the Chancellor's Office California Community Colleges Individual Achievement Award for Southern California.

McFarlin was recognized for her outstanding leadership in fostering and promoting faculty and staff diversity.

Chronicle Features Conrad

FACCC member Susan J. Conrad was featured in the July 14 issue of *The Chronicle of Higher Education*.

In the article, "At City College of San Francisco, an Activist Recalls Wins and Losses," Conrad reflected on her 34

For The Record

Accuracy is one of *FACCCTS*' priorities. It is *FACCCTS*' policy to promptly acknowledge errors in this standing column. Contact Katherine Martinez at (916) 447-8555, *k7martinez@aol.com*.

- A footnote on page 15 in the June 2000 issue should have appeared on page 16.
- Octavia Butler's name was misspelled on page 36 of the June 2000 issue.
- A description of FACCC Life Membership on page 38 of the June 2000 issue left out one requirement: You must be retired, or planning to retire within a year.

years at the college as she began her retirement.

"She has had her share of successes as union leader. She helped negotiate health benefits and better wages for part-time teachers on the campus...On her watch, the union also reached a new collective-bargaining agreement with the college this spring, a full month and a half before its previous contract was due to expire. That's unheard of, says Philip R. Day, Jr., the college's chancellor. 'She worked marvelously well with me.'

AAUP Summer Institute

FACCC Governor Margaret Quan of Diablo Valley College spoke on lobbying legislators and California's Action 2000 Coalition during the July 27-30 American Association of University Professors Summer Institute, at Kent State University.

AAUP plans to develop a nationwide movement based on the Action 2000 Coalition, which advocates for part-time faculty rights. "A2K" consists of faculty advocates from different organizations, including FACCC; it staged a spring "Part-Time Equity Week" at community colleges across the state to inform faculty and students about inequities in salaries and benefits.

The Summer Institute, held at Kent State University, featured workshops on strategic planning skills, data and statistical information, contract negotiations and grievance administration, networking, distance education and intellectual property, and an introduction to lobbying.

Primer on Online Ed

Colleges must revise key campus policies to accommodate online distance education, says a new white paper by the American Council on Education.

The 23-page document, "Developing a Distance Education Policy for 21st Century Learning," offers a primer on several major issues, including ownership of intellectual property, copyright, accreditation, and financial aid.

The council's report is available at *www.acenet.edu/washington/distance_ed/2000/03march/distance_ed.html.*

Dropouts Turn to GED

With the economy demanding a more educated work force, more dropouts are obtaining GED high school equivalency diplomas, according to a survey released by the GED Testing Service.

A July 30 article from the *Associated Press* reported that the half-million GED recipients in 1999 remain, however, a tiny fraction of the more than 45 million Americans who never finished high school. About one in seven high school diplomas issued each year is a General Educational Development certificate.

Last year, 506,155 adults in the U.S. and affiliated islands such as Puerto Rico and Guam received a GED, according to the GED Testing Service. That figure was a slight rise, 4 percent, from 1998, when 490,833 adults passed. The average adult test-taker last year was 24.6 years old.

Web Teaching Advice

A new Web site offers a guided tour of virtual classrooms throughout cyberspace, reported the June 9 *Chronicle of Higher Education*, highlighting a range of interactive components that professors can use in their own online courses.

University of Maryland University College developed the Virtual Resource Site for Teaching with Technology at *www.umuc.edu/virtualteaching.*

The site's creators say they want to encourage instructors to design their online courses with teaching objectives, rather than technical wizardry, in mind.

Teaching Tip

Self-Praise: A Real-World Exercise

I give my students another opportunity to receive feedback and motivation in addition to the grade. It is a chance for students to write recommendation letters for themselves. If the recommendation has a valid basis in fact, the final copy will go on school stationery, and I, as the instructor, will sign it.

This recommendation letter becomes part of each student's career portfolio. This, in my opinion, will provide a more lasting satisfaction than the grade alone.

I have taught at company and civil service locations. In some cases, the recommendation has become a part of a person's employment record. In other cases, the recommendation is used in promotional hearings.

This task is especially valuable in writing classes and business communication classes. However, faculty can use this in other business classes. Each student readily sees the inherent advantage of the exercise. This creates a high level of motivation.

Also, this task offers each student a chance for self-evaluation and analysis. People may say positive things about themselves. This is an additional plus.

Thus, as we can see, if properly directed, self-praise can prove to be a real-world, valuable exercise.

—Ronald Berg, Business, Los Angeles Trade-Technical College and Los Angeles City College

E-mail your teaching tip of 200 words or less to facccc@aol.com.

BEST COPY AVAILABLE

She's Off To College: An Update

by
John F. McFarland
Sierra College

In late 16th century Europe, the Captains of Indignation ran pulpits, not radio shows. On otherwise slow Sundays they could fall back on denunciations of the French essayist Montaigne, whose writings were notoriously skeptical of everyone else's received wisdom. Who other of that day would say about men and women that they "are cast in the same mold?" And who would add: "Saving education and habits, the difference is not great"?

Of course, Montaigne, who respected the absolutism of baseless prejudice, intended such observations for ironic, not revolutionary purposes. Still, here was a rationale, against an already ancient stupidity, for the equal schooling of both genders,

The fear of educated women seems to have risen in the period 1870 to 1940. In Europe, the concern was articulated with especial vehemence. John Ruskin, the Victorian art critic, wanted education to make women "wise, not for self-development but for self-renunciation." In Trent's Last Case (1912), one of the classic murder mysteries on England's Edwardian period, a character reports, "I have observed a sort of imitative hardness about the product of higher education in women today, a hardness which would carry them through anything." And, perhaps more to be expected, comes this word of advice from a pamphlet written in Mussolini's Italy "Better to be commanded by a mediocre man than an educated woman."

—John F. McFarland

one that would continue to be disregarded.

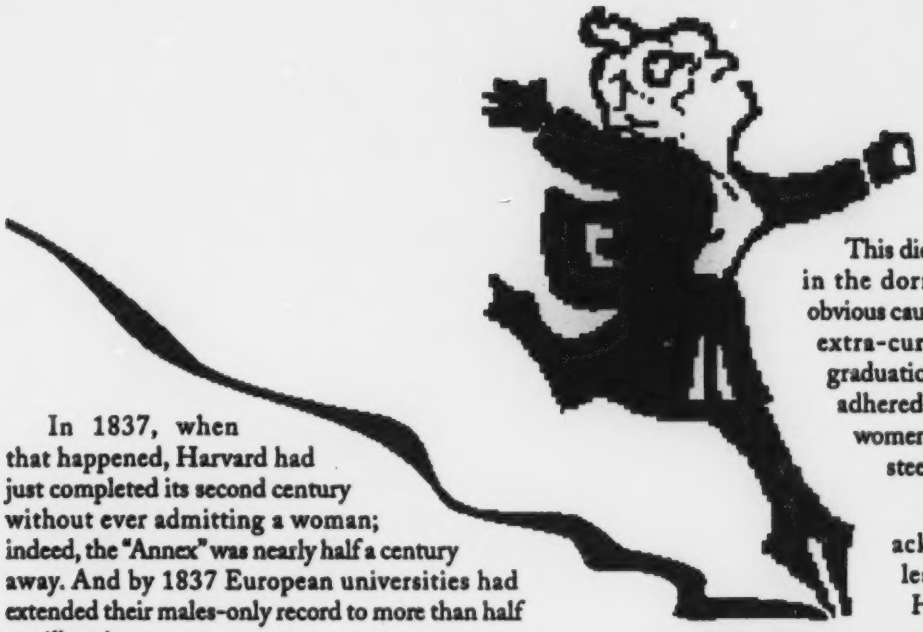
When opportunities for women finally began to appear about two and a half centuries later, it ratified the law that higher education receives new constituencies with neither grace nor enthusiasm. An oblique demonstration of how uneasy men were with the idea of women as their intellectual peers is found in language. Males in mid-19th century America attended "academies" and "colleges." Women, "seminaries." And later the word "co-ed" emerged, somewhat nervously, to distinguish women on college from—well, from "students," a term commonly used by campus newspapers exclusively for men.

This gendered thesaurus reflected a sense that educating women served a different (and lesser) purpose. Seminaries, by curious twist of language, "finished" girls, that they might be good wives and mothers. True, those interlinked, beatific conditions might be deferred. In the meantime girls were prepared by their Seminarian skills to teach grade school, an assignment that would not compromise their real domestic vocations.

Prepubescent boys and girls were normally schooled together in 19th century America. The common assumption was, however, that were women to be admitted to the higher grades it should not be in the presence of men. A college for both genders would have to press the stalks with the grapes.

Thus, an elaborate system of single-sex campuses appeared. To defuse demands for women's admittance, Harvard created an "Annex" (later, Radcliffe) and Columbia founded Barnard (eventually just across Broadway) in New York City. The rest of the Seven Sisters had less defensive reasons for being but all designed curricula of content and quality equal to what the Ivies offered to men. Then America's churches set up women's colleges whose educational quality was of varying intensity but whose commitment of the moral surveillance of their charges could not be questioned. And a few continued as finishing schools, wrapping a soft-center curriculum in hard-shell charm development.

But the future of higher ed had already been invented, out West in Southern Ohio, where Oberlin College admitted women to sit in classes with men, that both be evaluated by the same standards.



In 1837, when that happened, Harvard had just completed its second century without ever admitting a woman; indeed, the "Annex" was nearly half a century away. And by 1837 European universities had extended their males-only record to more than half a millennium.

That means that novelists Jane Austen and the Bronte sisters never attended college. Nor did the cerebral Mary Anne Evans, who had to smuggle her works into bookstalls under the cross-gender name, George Eliot.

Much has recently been made of Oberlin's insistence their female students spend some of their time cooking and making the males' beds. But the conclusion drawn from these demands is misleading. All Oberlin students required to toil on campus, men commonly doing fieldwork on the farm. Against the venial infraction of maintaining gender roles in these task assignments is to be measured the colossal assault Oberlin organized on the gender assumptions underpinning the entire history of western education.

And once opened, the breach simply widened. By 1870 the majority and by 1910 two-thirds of college women were "coeducated." The charters of public campuses, where most women enrolled, often did not permit gender discrimination and, in any event, no state had the surplus funds to build separate campuses for women.

This did not prevent some segregation, in the dorms, of course, and with less obvious cause, in eating halls. It extended to extra-curricular activities and (!) graduation ceremonies. Most yearbooks adhered to the rule that all pictures of women must be relegated to a crowded steerage on the last pages.

Nor did even these acknowledgements of women's lesser place suffice. Some, like Harvard's professor Edward Clarke, questioned the necessity of submitting co-eds to learning at all. Clarke produced two ferocious polemics detailing the dangers that higher ed posed for the fair sex. Not the least cause for his alarm was the fact that, when women attempt mental activity, they draw blood to the brain *from their ovaries*. The consequent genetic damage can only be imagined.

A more frequent concern was about the effects that the presence of co-eds worked on males, for whom, after all, college was really intended. Men in constant exposure to striving women would lose their idealistic perceptions of them, or become silly, or be rendered "effeminate," or would be humiliated when bested in the intellectual combats of the classroom.

This last was not an infrequent outcome. University of Chicago seriously considered segregating its classrooms when women began (heedless of harm to their ovaries) to

garner the majority of academic awards. Women commonly brought with them to college a strong ethical sense, one closely tied to the empathetic, communitarian, nurturing roles assigned them by society. In this rich altruistic soil the respect for knowledge often thrived.

The turn-of-the-century social worker Florence Kelley would remember that "My freshman year was one of continued joy...I embarked on a schedule of 25 hours a week of ancient and modern languages and mathematics."

We rarely read such enthusiasms in the college memoirs of the day's males. College culture commissioned them to fribble, frivol and hedon, tasks they undertook with greater success than more mundanely intellectual ones. After World War I movies and magazine romances packaged a stereotype of small leafy brick campuses as experience theaters where women would define themselves by being the unmarried consorts of football stars and class presidents

In Shakespeare's sex comedies, fair maidens display far more intelligence than their besmitten suitors. Not so in campus romances, where co-eds share the same low amperage preoccupations (Homecoming Game, Harvest Dance) as their boyfriends.

We should not make too much of these virtual colleges.[1] Few could afford to attend such costly edens, operated largely for affluent youth to burn off late-adolescent gasses. Most students packed into the wide-body public enterprises that charged low or no fees. This was especially true for women, who then (as now) received lower levels of parental assistance than the family males, and who more commonly lived at home rather than in a dorm.

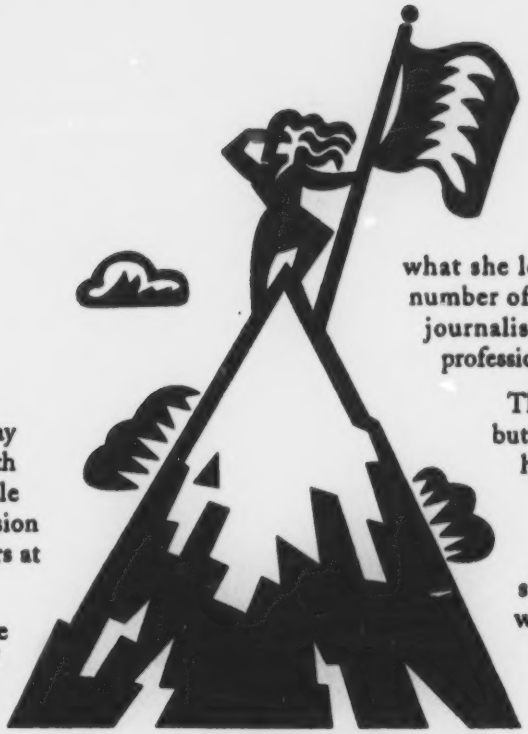
In a winningly campy handbook, *She's Off to College: A Girl's Guide to College Life*[2] (published in 1940) we read that "The great difference between a coed college and a women's college is that in the first the boys are around all the time." Well, yes and no.

Women commonly brought with them to college a strong ethical sense, one closely tied to the empathetic, communitarian, nurturing roles assigned them by society.

The absence of "boys" was less the defining condition than the presence of an institution both in the service and under the control of women. The role models and assumptions behind the best women's colleges produced three generations of pioneer executives, scientists, artists and professors.

Less despite than because of these successes, women's colleges are in decline. Fewer than 90 survive from the 255 of

[1] As the historian Helen L. Horowitz does in *Campus Life*.
[2] By G.F. Alsop and M.F. McBride.



30 years ago, as most women today clearly prefer the competition with men. This is bad news for male chauvinists, since it puts admission slots, honors, awards and careers at jeopardy.

But the most telling figures are to be found in the granting of degrees. The last year when American men earned more bachelor's degrees than women was 1980, and in that year by a scant 5,000 of the 935,000 bestowed. The projected figures for spring 2000 had women earning 130,000 more baccalaureates and thus pushing the gender ratio to 56 percent to 44 percent, an enormous 12-point gap.

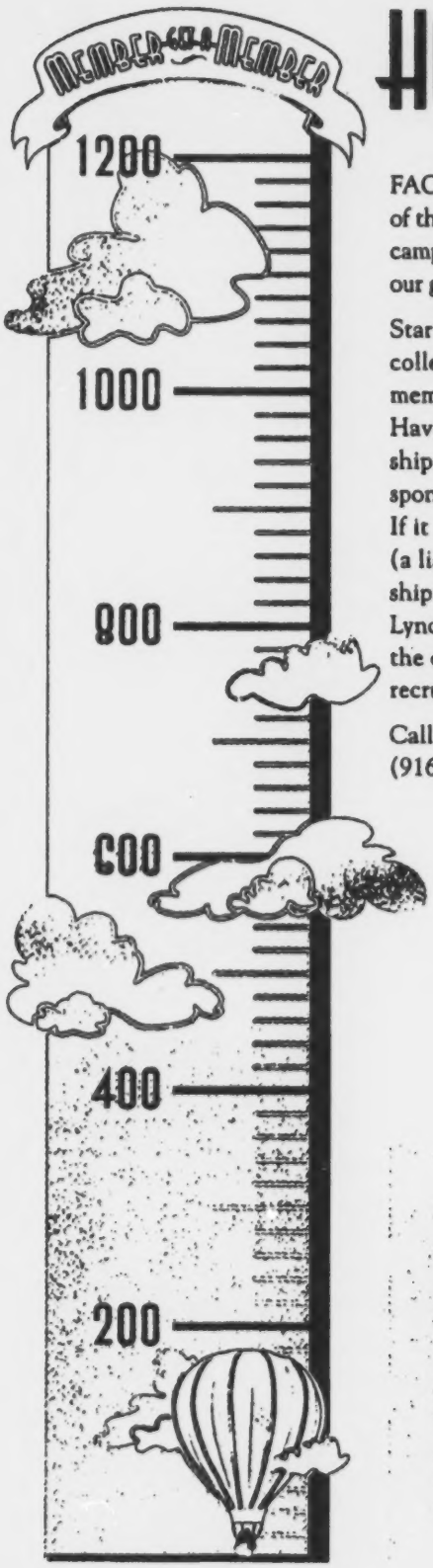
Women are taking society's main route off the ineligible list: education. Earlier, it was Jews and Catholics, both more educated now than Protestants, as Japanese and Chinese Americans are than Anglos. Only a couple million veterans publicized the tactic when they got G.I. degrees back in the 1950s, but the road has been crowded ever since.

The barriers against women were formidable: the smug pessimism of male educators, the reproductive expectations of families and communities, the fear of learned wives and daughters. But clearly for many women a greater normative force lay in the job market. Even *She's Off to College* observed, "The modern girl intends to work after she graduates from college ... [and] expects to use, later in life, what she learns today." Already in 1940 a number of practices (nursing, social work, journalism) had, like teaching, been professionalized

The G.I. Bill is thought a revolution, but what then are we to call what has happened since 1837? Before then, women didn't even have their feet under the table. Yet, in a mere 17 decades they have advanced, in steeply increasing proportions to where, on quite a few campuses, they garner 60 percent of the baccalaureates. That means that, in the foyer of the third millennium and about 940 years since the first "university" was founded in Italy, they receive three degrees to every two granted to males. They have done this while the number of men attending college has itself increased exponentially.

Montaigne's hunch has proved a good one and the pity is how long we have had to wait to see it verified.

John F. McFarland is a former FACCC president and was a 1995 recipient of the Hayward Award for Excellence in Teaching. He teaches history at Sierra College in Rocklin.



HOW HIGH CAN WE FLY?

FACCC is rising to the fourth year of the Member-Get-A-Member campaign. As a team, we can reach our goal of 1,200 new members.

Start your ascent by telling a colleague why you're a FACCC member and asking them to join. Have them complete the membership card, write your name in the sponsor box and mail it to FACCC. If it won't rise, request more fuel (a list of nonmembers and membership cards) or call the ground crew. Lyndon Marie Thomson will walk the campus with you to recruit new members.

Call Lyndon at (916) 447-8555.

When you sponsor (recruit) new members, you will ascend to higher levels:

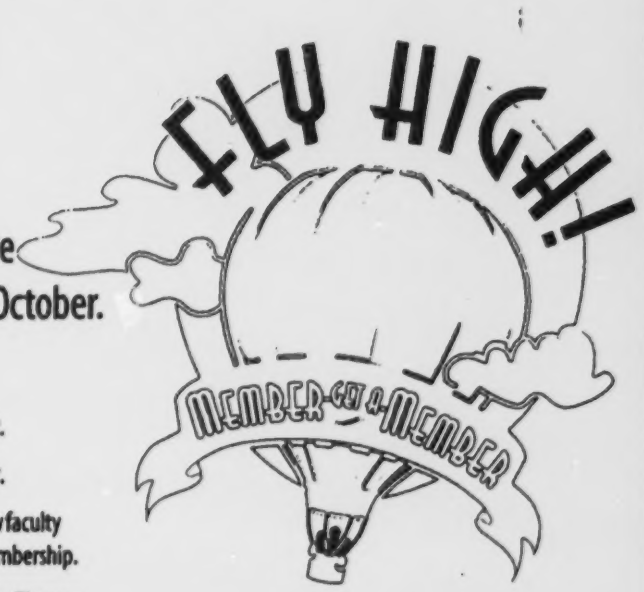
- For one new member, receive a lapel pin for you and the new member.
- For two new members, receive a FACCC mug filled with "airy" goodies.
- For three new members, receive a beautiful mouse pad designed for FACCC.
- For four members, you'll receive a tote bag and a book from FACCC's book service.
- For five new members, receive a tin of mouth-watering Mrs. Fields® cookies.
- For six new members, you'll attend the September 2001 FACCC mini-conference with all expenses paid.

The third highest-flying sponsor will receive a one-year free membership to Educators Travel Value. You may travel the world and stay with other educators.

The second highest-flying sponsor will receive a two-night stay at any Educators Value Travel bed and breakfast in the western states, airfare and a rental car for two.

The highest-flying sponsor and a guest will receive a trip for two nights in the Wine Country. This includes room, airfare, rental car and a hot air balloon ride with a delicious champagne brunch (or an elegant dinner).

Membership Month
October 2000



Ask a colleague to join FACCC.

New FACCC members will receive a $75 rebate for joining during October.

Guidelines:

- FACCC must receive the membership card in October.
- The new member must be a full-time faculty member.
- Newly-hired faculty are excluded from this offer. New faculty members this fall are eligible for a free six-month membership.
- This offer is for membership by payroll deduction only. The new member will receive the rebate after the first payroll deduction.

Contact Lyndon Marie Thomson for details at (916) 447-8555.

FACCC

Faculty Association of California Community Colleges
926 J Street, Suite 211
Sacramento, CA 95814
TEL (916) 447-8555
FAX (916) 447-0726

Please Enroll Me As A FACCC Member

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Annual Dues

- ☐ Full-time faculty ($150.00)
- ☐ Part-time faculty ($40.00)
- ☐ I do not want 10% to go to FACCC's PAC (Full-time annual dues remain $150.00.)

Note: 80% of your FACCC membership dues may be tax-deductible. Consult your financial adviser.

Payroll Deduction Authorization:

To Community College District: _____

You are hereby authorized to deduct from each of my regular salary warrants the amount below for professional organization dues and transmit these deductions to the Faculty Association of California Community Colleges, Inc., without further liability to the above named district. This authorization shall remain in effect until modified or revoked in writing by me or the Faculty Association of California Community Colleges, Inc.

☐ $12.50/month (12-pay) ☐ $15.00/month (10-pay) ☐ $ 4.00/month (part-time)

Sam Russo

Lecturer, philosophy, El Camino College. Teaches seven to 10 classes per semester. Also teaches regularly at Cypress College, Long Beach City College, Santa Ana College and Santiago Canyon College.

Education: Bachelor's degree, Pitzer College; master's degree, University of Southern California

Originally from Canonsburg, Pennsylvania

FACCC member since 1990

Sam Russo's students love his classes and his sense of humor. He has a rubber steak-and-pepper sandwich and fake bottle of Jack Daniels on his desk to prove it.

Russo, the FACCC Part-time Faculty Member of the Year, likes to joke with his students about what snacks they have in their knapsacks. Some have been more exotic than peanut butter sandwiches, as the replicas from his students show.

Humor and learning go hand-in-hand in Russo's classes. Lucky for his students that Russo got bored with political science and quantitative analysis, and decided to study philosophy.

"It was interesting," Russo said of political science, "but what bothered me, was that no one was asking why the people were doing what they were doing. I wanted to know 'why' about everything. I even wanted to know who Casper [the Friendly Ghost] was before he died."

"Sam has been a trusted friend, valued colleague, union activist and FACCC advocate for the past ten years," said Lance Widman, a political science professor and Russo's office mate who nominated him. "He has also put his time, energy and talents on the line, where his words and actions become one on behalf of his students, his profession and his colleagues."

Russo dedicates many unpaid hours each week for students during office hours, as a faculty adviser to the philosophy club, and as a mentor for independent studies' students. He has been a FACCC activist for part-time faculty, recruiting new members, attending Lobby Day, and serving as the on-site coordinator for part-time faculty workshops. Russo is active in his union; he's served as a vice president for part-time interests since 1994.

How long have you been teaching?
I first started in the summer of 1988 at Cypress College. I just thought [community colleges] would be a great level of education to work at. What I really wanted to do was teach, not do a bunch of research. I wanted to try to get other people to think.

What do you love about your job?
The students. Every semester I learn something from them. Hopefully they learn something from me. I usually have three or four students per semester that are great. There's always some kind of philosophical discussion with the students going on in the office.

What has been your greatest challenge?
Trying to come up with new ways to get through to people who are struggling with the class. I don't think I've done a course the same way twice. I ask for suggestions from students and then I very seriously consider them. It would be so much easier if I had the same lecture all the time, but I'm concerned with making it easier for them to understand the concepts and theories. I don't want them memorizing a bunch of stuff.

What has been your greatest accomplishment?
I would say winning this award. But I think it's also seeing students go on to four-year colleges, knowing that I helped them get there.

If there were one thing you could change about your job, what would it be?
I would just keep on fighting to help part-timers. That's what's most important to me. That's why I've been on the union, organizing part-timers in North Orange County District. I have a folder in my file cabinet of all the applications I've filled out [for full-time positions]. I've applied 25 times, made the first round 12 times, made the final round five times. The last time I applied for a full-time job was two years ago.

What teaching tip would you like to share with your colleagues?
Treat the student as if they were a teacher too. It stems from a wonderful book, *Pedagogy of the Oppressed*, by Paulo Freire: creating a more equal relationship between teacher and students. I don't see them as being receptacles and I fill them with useless facts.

Why is being a FACCC member important to you?
It's important in terms of lobbying not just for part-timers, but for all faculty members. I think it's even more important now than in the past. The trend is to treat institutions of higher education as a corporate entity, and in doing so I think they're walking all over faculty members. Returning to real, honest-to-god teaching and learning, and FACCC does help do that.

What's one thing most people don't know about you?
Most people don't know that I'm an absolute baseball nut. When I was a kid, I played seven days a week and two or three hours a day. [But] I'm boycotting it right now. There's something wrong when baseball players makes $15 million to $20 million a year and a teacher makes $20,000 a year.

Faculty Focus

JOHN MCFARLAND

Professor, history, Sierra College.

Originally from Boise, Idaho. Grew up in Los Angeles.

FACCC member since 1969

No issue of *FACCCTS* would be complete without John F. McFarland's column.

McFarland, a prolific writer who will receive a special award for literary achievement at the FACCC Conference, has been entertaining FACCC members with his writing for years, since FACCC's early days when it published the two newsletters *The FACCC Bulletin* and *FACCCTS*, which merged in 1994 to become a quarterly journal.

McFarland's columns, often in the form of book reviews, always contain his keen observations of world, and never fail to dazzle or anger readers.

The written word isn't McFarland's only area of excellence, of course. McFarland's classroom achievements were recognized in 1995, when he received a prestigious Gerald Hayward Award for Excellence in Teaching. He is recognized as a gifted teacher, whose students remember him long after they've left his classroom (see *Letters*, page 4). One of those students, former FACCC executive director Patrick McCallum, was quick to sing McFarland's praises.

"Do you remember when you were in college and there was that one professor whose intellect and philosophy turned you onto his or her subject?" McCallum asked. "You were always excited to hear the next lecture. You wanted to learn more. Kaz is that professor.

"Much of FACCC is what it is today because of Kaz's brilliant insight, intellect and analysis on how we should approach important public policy issues facing community colleges," McCallum said. "And FACCC members get a front row seat, reading Kaz four times a year."

See McFarland, page 32

Legislator Focus

SCOTT WILDMAN

(D-Los Angeles)
District 43:
Glendale (818) 240-6330,
Burbank (818) 295-3880

Scott.Wildman@assembly.ca.gov

http://democrats.assembly.ca.gov/members/a43/

Represents Burbank, Glendale and the Los Angeles neighborhoods of Atwater Village, Silverlake, East Hollywood and Los Feliz

When it came time to choose a Legislator of the Year, the FACCC Board of Governors agreed no one was more worthy of the title than Assemblyman Scott Wildman.

"It was a slam dunk," said Executive Director Jonathan Lightman. "Assemblyman Wildman has helped the community colleges in so many ways."

"I am both honored and humbled by this recognition," Assemblyman Scott Wildman told *FACCCTS*. "Our community college faculty members are the backbone of California's community colleges and indispensable partners in the policy decisions affecting higher education in our state."

Wildman, a former elementary school teacher and small business owner, has drawn legislators' attention to the community colleges several times this past year.

He assembled, for the first time, a special legislative hearing on part-time faculty issues in January. As chairman of the Joint Legislature Audit Committee, he persuaded his colleagues to direct the state auditor to study two important issues: part-time faculty salaries, and how community college districts implement the 50 percent law that calls for community colleges to spend half their budgets on instruction. (The report was continuing at press time)

The audit on part-time salaries, released June 28, prompted Gov. Gray Davis to push for a more comprehensive study on part-time faculty working conditions, which the California Postsecondary Education Commission will conduct.

Wildman also authored FACCC's co-sponsored Assembly Bill 2434 for part-time faculty seniority rights. He authored a similar bill in 1999, FACCC co-sponsored AB 420, and successfully lobbied for 1999-2000 budget increases for part-time faculty office hours and health benefits.

Elected in 1996, Wildman's term ends this year. FACCC wishes him the best of luck in his future endeavors.

Teresa Walker Aldredge

Articulation officer, counselor, Academic Senate president, Cosumnes River College

Education: Associate degree, Palomar College; bachelor's degree, psychology, UC San Diego; master's, counselor education, CSU San Diego; doctorate in education/ educational leadership, UC Davis/CSU Fresno

Originally from Wentzville, Missouri

FACCC member since 1994

When Teresa Walker Aldredge calls challenges "opportunities," you know right away this faculty leader isn't afraid of difficult work.

Her fortitude is one of the reasons Aldredge was named the FACCC's Full-Time Faculty Member of the Year.

Librarian Rosalie Cuneo Amer, who nominated Aldredge for the award, called Aldredge "fearless" in tackling tough issues.

"Her advocacy for community college faculty across the curriculum, in library instructional and student services is superb," Amer said. "She is willing to take on issues for faculty with tenacity and professionalism."

Aldredge has been active in FACCC in many ways over the past six years. She has hosted brown bag lunches on campus to help faculty understand FACCC's mission, and since 1997 has assisted in recruiting new FACCC members by speaking with colleagues during orientation sessions.

As her colleges' academic senate president, Aldredge invited FACCC Executive Director Jonathan Lightman to a senate meeting, and has also participated in FACCC lobby days at the Capitol to advocate faculty issues.

"I want to thank the committee for selecting me," Aldredge said, "because it's a real honor to be recognized by your peers and it feels really good."

How long have you been teaching?
Seven years.

What do you love about your job?
Watching the students be successful, go on to graduate, transfer—reach their goals whatever they might be.

What has been your greatest challenge?
I don't see challenges, I see only opportunities. It really helps me to grow. I'd say a particular challenge was in my role as Academic Senate president. It was a challenge to learn all the formal rules and regulations that govern academic senates. To know them and understand them well, so you're proficient in your job so that you can lead and guide others. It was an opportunity for me to learn so much about our educational system.

Personally, my greatest challenge has been raising three children, and being a working mother.

What has been your greatest accomplishment?
I think my greatest accomplishment so far has been earning my doctorate degree in education. I had a lot of support from my family and friends. I had a great time doing it. I was in a program with a lot of talented people. It took three years; I was pregnant the last year.

If there were one thing you could change about your job, what would it be?
If I had a magic wand I'd change the circumstances of students' situations—those are their greatest challenges. Give them hope when they feel there is no hope. Students come to us so many times with all the challenges in their lives: working, going to school, transportation, child care. Often they'll want to give up because [college is] just one more thing to deal with. We say "please stay in school, we want you to achieve your goals."

What teaching tip would you like to share with your colleagues?
Get to know your students as early on as possible in the class. We oftentimes have some really bright stars out there, and don't even know it. Have them do activities where you have to interact with them a lot: small group activities, small presentations.

The way I learned about the students was to have them do a quick presentation about themselves, with a prop. I remember them because I remembered the prop: family photo, fishing pole, volleyball. And I really connected with them.

Why is being a FACCC member important to you?
Because I basically believe in what FACCC is all about. If FACCC wasn't there, we'd be in bad shape. We wouldn't have a political voice in the Legislature, and up and down the state.

I think when I joined, something clicked in my mind: "You can't get anything done unless you go through the Legislature." When I found out FACCC is a body that helps write the laws, I thought "Why wouldn't you want to belong to this organization that represents you in that way?"

It was a no-brainer for me, but some people still don't get it. I ask people, "Tell me, how many times have you been to the Capitol and talked with your senator?" You have to have somebody advocating for you.

What's one thing most people don't know about you?
I used to be a long-distance runner [marathons, half-marathons]. I loved those, especially because I lived in San Diego, and many of the runs are along the beach. They're all in beautiful settings.

Irene Menegas

Faculty member, English Division, Diablo Valley College; member, CCC Board of Governors

Education: bachelor's degree/liberal studies; master's degree/interdisciplinary studies in education, CSU San Francisco.

Originally from Rye, New York.

FACCC member since 1984

Irene Menegas has proven time and again that she won't be silent as a voice for community college faculty.

And that's why she's FACCC's John Vasconcellos Advocate of the Year.

"She is a great spokesperson for faculty," said English instructor Patrick Leong, who nominated Menegas. "She's an important person on the [California Community College Board of Governors] because she's a faculty rep who's on campus and in the classroom...Irene has strongly advocated for faculty, their issues and concerns at the local and state levels."

Menegas has held various leadership posts during her career, such as president of her college faculty senate. On the CCC board, she is vice chairwoman for the committee on diversity, and chairwoman of the committee on student services and special programs.

"I'm thrilled to get this award," Menegas said. "It's just a marvelous, wonderful thing to happen. John Vasconcellos has done so much for the community colleges. His unending support for what's right in education...to have won an award named for him is really terrific."

How long have you been teaching?
Since 1979. I started at College of Marin.

What do you love about your job?
I see myself as having two jobs, one at Diablo Valley College, and the other on the CCC board. Working with the students, being able to help them meet their goals is the most wonderful thing. They're exciting and invigorating. Right now I'm working exclusively with foreign students, teaching ESL [English as a Second Language]. And these students have so much to share and to teach us; they really give me a perspective of our state that's quite different. Plus, their determination and courage is just very inspiring, starting life all over.

Most of my students are above 28, many are in their 50s. My father was an immigrant, from Greece.

What has been your greatest challenge?
Keeping current with learning theory. This is one of my frustrations right now, because I spend so much time doing advocacy and governance work.

The move against AB 1725, this is really distressing to me, I see more and more administrators wanting to bypass the faculty. I think it's a backlash; I think managers felt quite threatened about turning over the decision-making, particularly about academic matters, over to the faculty. We have fewer and fewer educational leaders, and more professional managers who are so concerned about serving the business community that they've forgotten our purpose, which is to educate the population.

What has been your greatest accomplishment?
The students that succeed. I had a student call me in June; she just got her bachelor's degree. These are the greatest accomplishments.

If you could change one thing about your job, what would it be?
It would be the environment of working with management. Not fighting over who gets to make the decisions. Second is to get away from the business model. I just don't see academics and education are the priorities of the colleges. [Rather, they're] responding to the pressures from the Legislature and business community. I don't see us focusing on how to serve the students best, and maintain standards.

What teaching tip would you like to share with your colleagues?
Learn everybody's name. Learn about them. I have everybody fill out an index card at the beginning of the semester, and ask their goals for the class, so that I can respond and get some information and understand what they're thinking, and get them engaged in the process from day one. I want them to be thinking about why they're in the class. Initially, it's the way I learn their names. They're not just going to be lectured at for 18 weeks.

To continuously look at those lesson plans, and make sure they're appropriate for what the students need.

Why is being a FACCC member important to you?
We've got to have one organization that speaks for the faculty, that's not encumbered by K-12, that's completely and utterly focused on community colleges. FACCC is the only organization that does that. It's terribly important. And I think faculty must understand their involvement in decision-making at the statewide level, and how a legislator impacts what we do. It's one thing for unions to advocate for working conditions, but there are more legislative issues than just working conditions. That's why FACCC is critical.

What's one thing most people don't know about you?
[One of my favorite things] is to go to a very, very quiet mountain lake and kayak by myself. Just me, the ducks and the water.

McFarland *continued from page 29*

McFarland faculty advocacy is legendary as well. Serving as FACCC president in 1975-76, he is now chairman of the FACCC Political Action Committee.

McFarland said receiving the special FACCC award for literary achievement was like winning an Academy Award.

"Anything that comes from your fellow professionals is very special," he said. "I'm very flattered."

How long have you been teaching?
I started teaching high school in 1960, and except for two years in grad school I've been teaching since then. [Started teaching at Sierra College in 1969].

What do you love about your job?
First of all, I like learning about history. That's always been, as far back as I can remember, my favorite subject.

What has been your greatest challenge?
I guess it's reaching students who are unlikely to like history. Older students, reentry students, take to history a lot easier. Younger students think it's stuff that doesn't matter because it's gone. Giving them a reason for wanting to learn it is a real challenge.

The lure is to get them to teach themselves, to make assignments that require that they *acquire* the information, not just come in and sop it up in class. All my tests are take-home, research papers. They use the textbook and the lecture, and the strategy is to get them to do stuff on their own. Once they've been exposed to it, and answer broad questions, they begin to teach themselves history. And if you don't get students to teach themselves, I don't think much that happens is going to be remembered.

> "Find ways to lure students into teaching themselves...That's what students will remember for years afterwards, not your golden words in the classroom."

What has been your greatest accomplishment?
I guess the things I've been most proud of are the Hayward Award, having chaired FACCC through a really difficult time [as president in the 1970s], and having chaired the faculty senate at Sierra three times in the early 1970s, '80s, and '90s.

If there were one thing you could change about your job, what would it be?
Smaller class size. Forty per class—it's too many. I think a maximum of 25, and then I would do discussion groups and break it up much more. Sometimes I have classes of 25, but others are 40 and I can't restructure everything.

What teaching tip would you like to share with your colleagues?
Find ways to lure students into teaching themselves. For me that means take-home tests. That's what students will remember for years afterwards, not your golden words in the classroom. What they teach themselves, researching for the paper, is what they're likely to remember.
Do not use objective testing! No learning takes place. Everything in the classroom should be about learning, and testing should be directed that way.

Why is being a FACCC member important to you?
When I started teaching, FACCC was it in terms of outfits that independently represented the interests of community college teachers. It's still pretty much it today.

Because of us, CTA [California Teachers Association] and CFT [California Federation of Teachers] have community college groups. They wouldn't have them if we hadn't set the standard.

When it comes to negotiating for money or professional conditions, FACCC is it. The faculty is almost entirely represented by FACCC in [state] budget hearings. CTA and CFT are really reluctant to emphasize us because they have so many more people (especially CTA) in K-12. Ninety-eight percent of CTA is K-12. So there's no way they can help us on the Prop 98 split [the portion of state general funds that community colleges and K-12 share every year].

What's one thing most people don't know about you?
The story behind my nickname, "Kaz." I grew up in the movie industry. My hero was Elia Kazan (but I didn't realize then that the son of a bitch talked to the House Committee on Un-American Activities and gave names). He and [Stanley] Kubrich were the two most interesting directors working in Hollywood.

My father was an accountant. He was in business management for Bette Davis, Joan Crawford, Jack Benny, Spike Jones, and a number of others. He was pretty well-known, one of the leading tax guys in Hollywood on the special income tax provisions for "talent."

And in those days, everyone was "John." There were a million of us. When I came to Sierra, there were two other Johns, so I said, "Just call me 'Kaz.'" ⁂

CALENDAR

SEPTEMBER

Sept. 21-23—FACCC Conference/Education Summit, Queen Mary, Long Beach

Sept. 8—Budget workshop, Northern California

Sept. 15—Budget workshop, Cypress College

OCTOBER

FACCC Membership Month (see details, p. 27)

Oct. 9—Deadline for *FACCCTS* submissions.

November

Nov. 10—Academic Integrity workshop, UC Davis

Nov. 17-19—FACCC Board of Governors meeting, San Jose

January

Gov. Gray Davis releases state budget proposal

Jan. 26-27—FACCC Board of Governors meeting, San Diego

February

February—Part-Time Faculty workshops, Northern and Southern California

Late February—Vocational/Career Education workshop, Southern California

March

Community College Month

March 18—FACCC Board of Governors meeting, Sacramento

March 19—FACCC Lobby Day

April

April—Technology/Teaching & Learning workshop, San Francisco Bay Area

May

May 5—FACCC Board of Governors meeting, Sacramento

May—Winning with Diversity workshop, Southern California

September

Sept. 20-22—2001 FACCC Conference, San Jose

Read the *FACCC Weekly E-mail Report* and visit "What's New" at *www.faccc.org* to see the latest news and events. FACCC members: e-mail your full name to *faccc@aol.com* with the subject "Subscribe Weekly Report."

FACCC spents hundreds of dollars on postage for returned mail every year. Please help us use your membership dues more effectively by informing us of address changes. Call (916) 447-8555 or mail to: FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790.

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☐ CCC-PartTime-subscribe@egroups.com (for part-time faculty issues)

☐ FACCC-Newhire-subscribe@egroups.com (for issues concerning faculty hired in the past five years)

Leave the subject and message blank, or simply write "SUBSCRIBE."

Visit

www.faccc.org

and discover another side of FACCC

FACCC redesigned its Web site this year with the help of former Cosumnes River College student Elena Tsekinovsky. Please update your bookmarks!

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Find out why FACCC was named **"Best Political Voice for Community College Faculty in the State"** by the *Sacramento News & Review*.

FACCC's Web site is updated daily with political news stories from major newspapers around the state, text and summaries of FACCC-sponsored bills, links to legislators, and more. Go to **Legislation & Advocacy.**

See **What's New** for announcements, legislative alerts and news.

Visit **Employment Opportunities** to read about community college job openings.

Under **Question of the Month,** read your colleagues' replies to provocative questions, and add your own answer.

Click on **Workshops** to see a calendar of FACCC events, meetings, workshops, and details on the Sept. 21-23 conference aboard the Queen Mary in Long Beach.

Check out **Publications** to read excerpts from the *FACCC Weekly E-mail Report,* which contains the latest news from Sacramento. You can also see guidelines for publishing your work in the award-winning journal *FACCCTS* and the part-time faculty newsletter *Off Track.* Write a letter to the editor, advertise in *FACCCTS* or on the Web site, or read FACCC's press releases.

Through advocacy, workshops, printed publications and cyberspace, FACCC is your professional association.

Faculty Association of California Community Colleges

Welcome These New FACCC Members

The following new FACCC members joined between May 3 and July 31. Please welcome them to the FACCC family. If you see them in the halls, say "hello" and let them know they've made an important decision in their professional lives. Want to help recruit new members? See page 26 or read about new Member-Get-A-Member prizes under "Membership" at *www.faccc.org*. You may also contact Field Director Lyndon Marie Thomson at (916) 447-8555 or e-mail *LyndonMT@aol.com*.

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Mary Giska

Assemblyman
Mike Briggs

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Seeing California Through a Writer's Eyes

Jack London's Golden State: Selected California Writings,
edited by Gerald Haslam.
Heyday Books, Berkeley, CA, 1999.
285 pages.

Available for purchase online from the FACCC Book Service at www.faccc.org. *Type the author or title in the search box.*

**Reviewed by William Crowe,
College of the Redwoods**

Jack London is undoubtedly California's most famous native son.

His writings of 100 years ago have endured as classics and his work has been translated into many languages. In addition to being a great fiction writer, London wrote numerous autobiographical essays and writings that related contemporary events. In *Jack London's Golden State: Selected California Writings,* editor Gerald Haslam has compiled some of the best of London's writings. This book is exceptional for its literature as well as for an examination of the historical and political climate at the turn of last century.

London was not only a keen observer and gifted reporter of the Progressive Era's tumultuous times, he was an active participant. As an instructor of California History, I am constantly searching for sources that will give my students a flavor of the times. Jack London is one of the savoriest suppliers with his talented and engrossing writing. Having students read a single work by London is not as effective as having them read several selections Haslam has chosen.

Having students read a single work by London is not as effective as having them read several selections Haslam has chosen.

Haslam's introduction provides a concise analysis of London's life. Students will be able to easily understand the context of the times and troubles of London's California, as well as the experiences that formed the foundation of the author's writing. Haslam supplies insight into London's character and motivations that led him to become first a socialist and then a disenchanted revolutionary recluse, in addition to being one of America's greatest literary assets.

The autobiographical selections reveal what life was like in turn of the century California, not only for a roustabout Jack London, but also for other Californians. The selection "Demetrios Contos" reveals the relationship between Greek immigrant fishermen and the law in their new homeland, a challenge today's immigrants face. It also reveals some of London's experiences that changed his life and affected his writing.

The fictional selections provide insight into the genesis of London's socialist political leanings. "The Apostate" vividly describes the severe factory working conditions endured by a young boy who is forced to grow up too soon. Haslam provides first-rate introductions to each selection, which will enable students not familiar with the author and the times to understand the selection's context. In the introduction to "The Apostate," for example, Haslam notes that London "had himself briefly toiled in a jute mill, an experience he never forgot."

Probably most striking about Jack London's writing is the ease with which modern readers can understand it. While the events recounted occurred a century ago, today's students can easily relate to the historical pattern revealed. Many of the selections lend themselves to comparative discussions between the challenges of 1900 and today. Readers can use Jack London's writing to critically analyze the issues of immigration, labor struggles, substance abuse, and environmental concerns. Gerald Haslam has drawn together selections that faculty can use in English literature courses as well as modern history courses, especially California history.

William Crowe teaches history at College of the Redwoods in Eureka.

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Integrity

FACCCTOTUM

Always do right! This will gratify some people and astonish the rest.
—Mark Twain

I cannot and will not cut my conscience to fit this year's fashions.
—Lillian Hellman

It's better to have a rich soul than to be rich.
—Olga Korbut

The work an unknown good man has done is like a vein of water flowing hidden underground, secretly making the ground green.
—Thomas Carlyle

It is not who is right that counts, but to be right.
—Rose Marie Morse

The integrity of men is to be measured by their conduct, not by their professions.
—Junius (1740-1818)

Keep true, never be ashamed of doing right; decide on what you think is right and stick to it.
—George Eliot

Live with integrity, respect the rights of other people, and follow your own bliss.
—Nathaniel Branden

The most exhausting thing in life is being insincere.
—Anne Morrow Lindbergh

Integrity is not a conditional word. It doesn't blow in the wind or change with the weather. It is your inner image of yourself, and if you look in there and see a man who won't cheat, then you know he never will.
—John D. MacDonald

I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live by the light that I have.
—Abraham Lincoln

...genuine goodness is threatening to those at the opposite end of the moral spectrum.
—Earl Spencer,
brother of the late Diana, Princess of Wales

Did You Know?

FACCC's two key services to members are advocacy and information. But did you know that FACCC offers additional member benefits including:

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JOURNAL OF THE FACULTY ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGES
Volume 7 Number 2 December 2000

FACCC is the "Best Political Voice for Community College Faculty in the State."
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Also: Truth and Consequences—50 Percent Law p. 13 • Collegial Consultation—Promise or Pretense? p. 19

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- Who are the **key players** in the community college system?
- What does **COFO** stand for and what does it do?
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- What are the **recent retirement improvements** made for faculty in CalSTRS?
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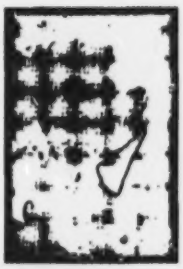
Inside



The Education Summit

Page 5

How do the California Community Colleges serve the communities in which they reside? Faculty and community leaders discussed the answers at the FACCC-Education Institute's Education Summit on Community Colleges. The summit and the FACCC Conference Sponsored by Hyundai Motor America were must-see events. Read why, starting on page 7.

Charting the Course

Page 26

Whether coordinating the state's first education summit on community colleges or lobbying decisionmakers, FACCC has been here for faculty since 1953. Let's celebrate the *real* millennium by reviewing FACCC and community colleges' histories. The two are intertwined, as you'll read in president Carolyn Russell's column, p. 4; Cy Gulassa's FACCC history, p.26; John McFarland's "Wars of Faculty Independence," p. 43; and fond FACCC memories sprinkled throughout this issue.

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On the cover: Julie Korenstein of the CCC Board of Governors discussed the Sept. 22 Education Summit during a follow-up workshop at the annual conference. Design by Katherine Martinez.

FACCCTS

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FACCCTS is the journal of the Faculty Association of California Community Colleges, a nonprofit professional association that lobbies for all California Community Colleges instructors, counselors and librarians, and the FACCC-Education Institute, FACCC's subsidiary for information dissemination and professional development. *FACCCTS* is published four times during the academic year, offering information, analysis, and provocative points of view about the politics, philosophy, and practice of education. *FACCCTS*' primary purpose is to provide a forum for faculty and the CCC "community." Opinions expressed are those of the authors and do not necessarily represent those of FACCC and FACCC-Education Institute, their boards, general membership or staff. *FACCCTS* publishes letters to the editor, commentaries, and other contributions on a space-available basis. *FACCCTS* reserves the right to condense and edit all text according to The Associated Press style and as deemed necessary. For a copy of writers' guidelines, please call (916) 447-8555, e-mail *faccc@aol.com* or write to FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790. Visit the FACCC Web site at *www.faccc.org* for legislative alerts, information on FACCC-sponsored legislation, daily political news, advertising rates, writers' guidelines, Question of the Month, discounted online purchases of books and other merchandise, special offers and more. For reprints of photos published in *FACCCTS*, call Managing Editor Katherine Martinez at (916) 447-8555.

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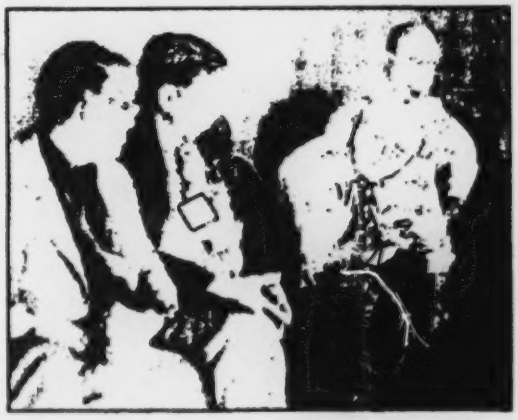
Charting the Course



Syndicated political columnist Dan Walters of The Sacramento Bee, *top left, relaxes before the summit. Carl Friedlander of L.A. City College, top right, talks with colleagues at The Education Summit follow-up workshop during the conference. Rev. Leonard Jackson of First African Methodist Church, above, shares his perspective of community colleges during the summit. To his right are* Orange County Register *reporter Marlo Jo Fisher and state Chancellor Tom Nussbaum. Leon Baradat of MiraCosta College, right, holds faculty members' attention during the follow-up workshop.*

Margaret Quan of Diablo Valley College and David Milroy of Grossmont College, top, check the view from the Queen Mary's portholes during the black-tie FACCC Awards reception. Part-time faculty members, above left, enjoy the fresh air and view of Long Beach's skyline. FACCC Professional Development Director Paul Simmons escorts Full-Time Faculty Member of the Year Teresa Aldredge of Cosumnes River College, above right, to receive her award. CCC Board of Governors members Leslie Wang and Patricia Siever, left, share a laugh during The Education Summit.

Photos by Katherine Martinez.

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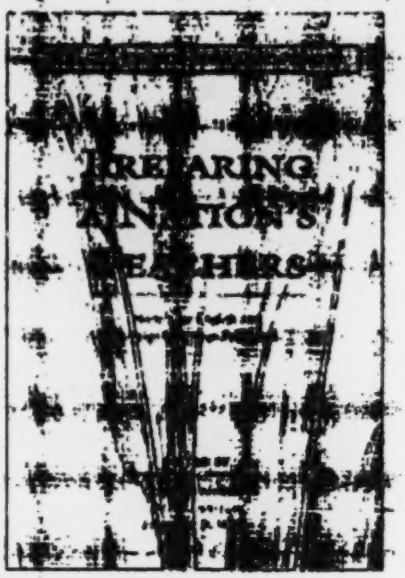

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In 1996 the National Commission on Teaching and America's Future concluded that an essential ingredient had been missing from the school reform movement: a strong emphasis on improving teachers' knowledge of subject matter. In 1999 the president and the secretary of education turned directly to the higher education community for help in meeting the goal of "improvements in teacher education."

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Preparing a Nation's Teachers—perhaps more than any other title currently on the market—clarifies the issues and offers solid practical advice for examining programs and initiating reforms.

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Scholarship & Public Policy–2000 Conference

Lessons learned, opportunities gained. The 2000 FACCC-Education Institute "Education Summit on Community Colleges" and FACCC Conference Sponsored by Hyundai Motor America gave members a chance to hear from political, education and community leaders about how community colleges affect their individual regions.

The summit's super-panel of 13 community, political and education leaders exposed a gaping hole in our collective efforts to promote California Community Colleges. Our civic and business partners are vested in our system's health and want us to engage them as active players in the colleges' future.

Our featured speaker, syndicated political columnist Dan Walters of *The Sacramento Bee*, said California is growing at a rate of six million people per decade. In our post-industrial age, how will we serve this population?

These questions require us to reach out to our existing partners and cultivate new ones. They're interested in speaking on our behalf if we give them the chance. Maybe then politicians will begin to understand our colleges' needs.

Marla Jo Fisher, higher education reporter for the *Orange County Register*, mentioned during the summit that before FACCC contacted her, she had not heard much from community colleges. She is eager to learn about our issues.

As we approach the next wave of faculty retirement (made more comfortable by FACCC's legislative accomplishments), we need to ask ourselves, have we shared our insights, information and know-how with the next generation? Have we bothered to bring new faculty to a local board of trustees meeting, or a FACCC conference? Time is short. We need to start now.

My most lasting impression of the conference is Teresa Aldredge's acceptance of Full-Time Faculty Member of the Year. Her moving response underscored how meaningful a role FACCC plays statewide, and how significant a statement we make by giving such an award.

Special thanks to our conference sponsors, whose ads are reprinted in this issue. We extend our deepest appreciation to Hyundai Motor America for its conference title sponsorship, and to Stu Van Horn and the California Community College Commission on Athletics for brokering this arrangement.

—Executive Director Jonathan Lightman

The Education Summit
What's in it for Faculty?

by Robert Yoshioka, Allan Hancock College

Anchors Aweigh! Thar' She Blows! Port and Starboard! Yo Ho Ho and a Bottle O' Rum! All of the above and more came to mind at the Sept. 21-23 FACCC conference at the Queen Mary Hotel in Long Beach. The conference was a smashing success, and very well attended because FACCC had the foresight to bring together educators, administrators, politicians and members of the fourth estate for the Education Summit, a groundbreaking public event.

The task of setting an appropriate tone for this confab fell to Dan Walters, a respected syndicated political columnist from *The Sacramento Bee*. Walters more than acquitted himself, and in the process was able to link the current birth rate, in- and out-migration, and immigration to projected community college attendance. Walters told faculty that contemporary California is a reflection of what the rest of America is going to be like 50 years from now.

An underlying theme addressed by most speakers, including Assemblyman Alan Lowenthal (D-Long Beach), Long Beach City Manager Henry Taboada and California Community Colleges Chancellor Tom Nussbaum, was the terrific job that both full- and part-time faculty members are doing within the system on a significantly underfunded operating budget—both locally and at the state level.

All the blighted statistics aside, the message from the summit speakers was loud and clear. The California Community Colleges are underfunded. And with increased demands on limited resources, this system responsible for educating 1.5 million students annually will be in crisis when those numbers swell to more than 2.2 million as a result of the "echo" boom of baby boomer children.

While the governor and other prominent politicians continue to refer to the University of California and the California State University System as the "jewels" in California's three-tiered public higher education system, in fact, it is the community colleges, that are the "crown jewels" because we educate so many at so little cost.

This financial inequity, based on political and societal perceptions of the "worth" and "status value" of certain segments in higher education belies the reality of who is doing what, and for whom when it comes to educating workers in California.

We need changes to redress this funding inequity. Rather than "taking from UC/CSU to pay CCCs" better the governor and the Legislature increase the size of the "education pot," thereby insuring a healthy community college system, but not at the expense of the governor's "family jewels."

See Summit, page 9

The Culture of Fear

USC professor explains why Americans are afraid of the wrong things

USC Sociology Professor Barry Glassner shared with faculty his theories about why Americans are needlessly scared about so many things, such as "iffy illnesses," violence in the workplace and violence in schools.

How can it be that as the crime rate has dropped precipitously in the last decade, Glassner asked, but crime remains one of people's biggest fears? The short answer is that people and corporations tap into Americans' fears at enormous profit. Think about gated communities and antibacterial soap, for starters. Just as discount stores sell their wares "on volume," Americans are sold fear.

From 1990-98 the murder rates in the U.S. dropped by 20 percent. Yet, crime stories on network evening newscasts increased by 600 percent. Three times as many people have died in auto accidents than airplanes during the entire history of airplane travel, but the news coverage of airplane crashes is "almost ceaseless." Fewer than one in 20 murders happens in the workplace. The "epidemic of workplace violence" doesn't exist, Glassner said.

Fear-mongering is like a magician's sleight-of-hand illusions. Glassner pointed out that three times as many people are killed by lightning than violence. He used pictures from an old magician's handbook to show how the principles of sleight-of-hand are applied to generating fear. Take the practice of "misdirection," for example, in which the magician distracts the audience's attention. Glassner said the same happens to divert Americans' attention from real issues, such as the lack of health insurance for millions of Americans, deteriorating schools and malnutrition.

A faculty member asked why politicians misdirect fear. The simple answer, Glassner said, is "It's a way to win elections."

What are politicians *not* discussing when they talk about vouchers? Glassner asked. Outdated textbooks, for example. Why? "If they address that, they'd have to spend real money."

Glassner also discussed the notorious 1938 radio play "War of the Worlds" about alien invaders that generated real fear among Americans. Although there were four announcements that it was only a play, thousands prayed, cried and fled. How could so many people be fooled? Because the people interviewed sounded credible. Characters such as a professor, a vice president of the Red Cross, and the commander of the state militia were quoted. So the bottom line is, gifted orators with fancy titles can fool people. Pseudo-experts supersede true experts.

FACCCTS

USC Professor Barry Glassner explains to faculty—during his Sept. 23 keynote speech—how "fear-mongering" by politicians and the media stokes panic among Americans.

Glassner described how one psychologist has made a name for herself as an Internet addiction "expert" although she has no experience or credentials in that field. Her peers discredit her study on Internet addiction. Instead of seeking Internet experts or addiction experts, some reporters flock to this woman because she has been able to generate publicity with one unscientific, faulty study.

Glassner said increased funding for community colleges, and lack of health care are among many issues that need attention, "but first we need to stop believing in Martian invaders."

The Culture of Fear *is available through the online FACCC Book Service at www.faccc.org. Type the title in the search box.*

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Misconceptions and the Media

In the academic year 1996-97, there were 19 violence-related deaths in schools (out of 52 million schoolchildren). But "Teenage Time Bombs" stories in national publications like *Time* and *U.S. News & World Report* were rampant.

"Young people are being misrepresented in adult imaginations by three times," Glassner said. Isolated incidents, such as the shootings at Columbine High School in Littleton, Colo., are treated as trends. In reality, schools are about as safe a place as you can get. "If parents want to keep their kids totally safe, I would tell them to home-school them on airplanes," Glassner said to laughs from the audience.

Instead of a clear and focused discussion on keeping guns out of children's hands, Glassner said, politicians and others focus on the Internet, video games, trench coats and the music of Marilyn Manson.

And some news outlets perpetuate the fear by following the adage, "If it bleeds, it leads."

During the question-and-answer session, a faculty member told Glassner that Bryant Gumbel spoke at her college. Answering complaints about the media, Gumbel said, "We give you what you want."

Summit *continued from page 7*

Given the community colleges' precarious financial condition, the best sound bite was uttered by Linda Collins, president of the state Academic Senate when she said, "I know it is popular to say that you cannot solve the problems of education by throwing money at them. But I say let's give it a try!" Her comments elicited immediate laughter, but there is a profound truth buried in her quip.

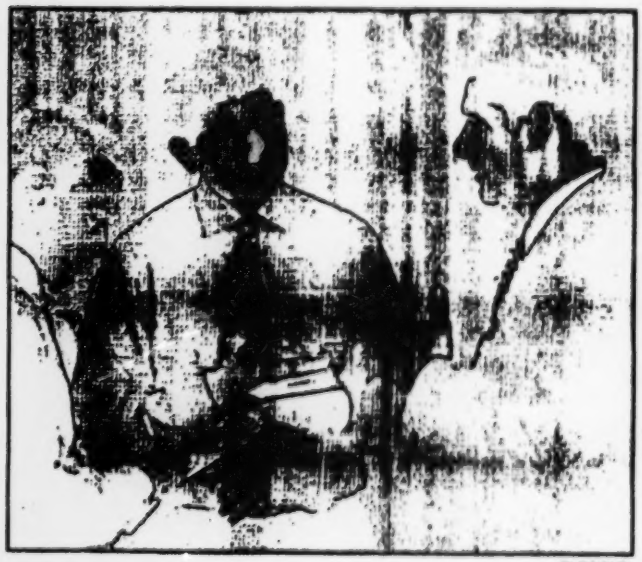
True to its name, FACCC provided faculty, both full- and part-time alike, with numerous opportunities to educate themselves on various aspects of local, regional and statewide issues and concerns ranging from retirement planning to hunting for hidden treasures in district budgets.

Add to this hearty educational mix, a stunning series of social events, culminating in a black-tie gala celebrating excellence in teaching for both full- and part-time faculty, conference attendees returned to dry land filled with information and recharged to move FACCC's advocacy agenda forward.

We are all looking forward to meeting again next October in San Jose. All Ashore! Bon Voyage! Thank you, FACCC, for such a splendid working vacation.

Robert Yoshioka teaches social science at Allan Hancock College in Santa Maria. He represents part-time faculty in Southern California as a member of the FACCC Board of Governors.

Conference coverage continues on page 39.



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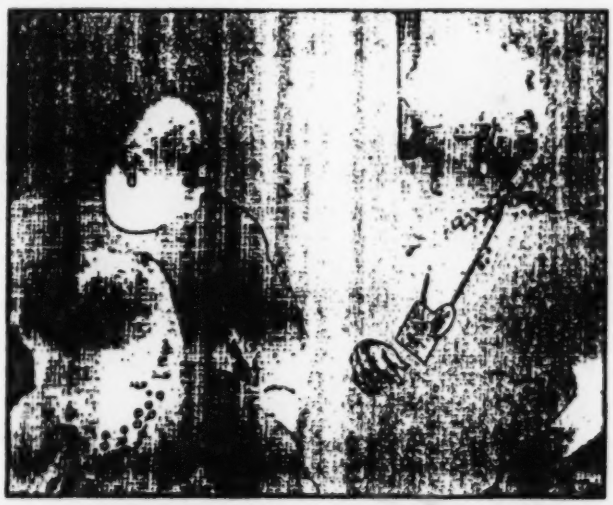

Reporters Michael Penhall and Catarino Duenas of Irvine Valley College's The Voice, *above left, interview state Chancellor Tom Nussbaum before the Sept. 22 Education Summit. Jacqueline Woods, U.S. Department of Education community college liaison, above right, jokes with FACCC Past President Evelyn "Sam" Weiss before the start of The Education Summit.*

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Hyundai Motor America — title sponsor of the FACCC Fall Conference — is offering a very special rebate program for faculty members at all California Community Colleges.

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The program with Hyundai Motor America is sponsored by the California Community College Commission on Athletics (COA) and the Board of Governors of the Faculty Association of the California Community Colleges (FACCC). This special program expires December 31, 2000.

For additional discount brochures, contact (916) 444-1600.

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Presidents Share Stories of FACCC

To do justice to this issue's theme, I felt I needed input from our past leaders. I posed the question: "During your tenure, what FACCC accomplishment was most significant?" These are a few of the responses. Read more from Darwin Thorpe, p. 28, and Cy Gulassa, p. 42.

Carolyn Russell

Norbert Bischof, 1968-69, Merritt College, Oakland. "I was very pleased to recommend moving the central office from Long Beach to Sacramento where we would have more state visibility. I also remember our attempts to establish the statewide Academic Senate. FACCC supported our efforts and provided seed money, and, in 1969, I called the first constitutional convention. It wasn't until much later and after dogged effort that we received [California Community Colleges] Board of Governors recognition (1978) and were granted funding by the Legislature" (1980).

John F. McFarland, 1975-76, Sierra College, Rocklin. "I chaired an ad hoc committee that included AFT [American Federation of Teachers] to develop policy on collective bargaining. Together, we supported a strong collective bargaining bill (Senate Bill 1) that duplicated the language of national law embodied in the Wagner Act of 1936. Ultimately, another weaker version, the Rhodda Act was passed. With the advent of collective bargaining, FACCC's earlier focus on local issues diminished and FACCC became an increasingly powerful statewide advocacy association."

Larry Toy, 1987-89, Chabot College, Hayward. "The greatest accomplishment of my two years was definitely the passage of Assembly Bill 1725 [of 1988]. Begun during Cy Gulassa's term, FACCC played a very crucial role in both the development and passage of AB 1725.

I was co-chair of the AB 3409 Task Force that developed program-based funding, the new financing mechanism for the community college, where Patrick McCallum also served. The 'standards' of program-based funding came from an inspiration I had in the middle of the night after teaching Plato's *Republic* and *Platonic Ideals*. Patrick and I then spent the following year representing FACCC on the Californians for Community Colleges as we hammered out all of the compromises with the various constituency groups.

I then was elected president of the Californians during the first year of the implementation of AB 1725 as we began what has become the consultation process."

Erna Noble, 1991-92, Chaffey College, Rancho Cucamonga. "I believe I was the first president with a vocational background. FACCC became more involved in vocational issues and in recruiting voc ed members. The years I served as president and past president gave me an avenue to contribute to the political and educational well-being of community college faculty and were a highlight of my professional life."

Leon Baradat, 1992-93, MiraCosta College, Oceanside. "My most vivid recollection of my single term as president of FACCC was also one of the main reasons I did not serve a second term. I remember the three or fours days I spent each week in Sacramento living in a rented apartment in a converted garage. Man, that was a downer!

The most exciting and important thing that happened in that year was the budget negotiations. That was the year that the budget was 60 days late. Being able to become a fly on the wall during the high-level discussions and strategy session involving Assembly Speaker Willie Brown, Superintendent of Public Instruction Bill Honig, as well as the most prominent people in higher education, was exhilarating. I remember in one early meeting Brown said, 'Now this is how it will go down. The Republicans will do this, we will do that; the Republicans will do the other, and then we'll have them!' The remarkable thing is that, in a general sense, it happened just as he predicted. The whole experience was very educational."

Leslie Smith, 1996-98, City College of San Francisco. "Legislative accomplishments included health benefits, office hours and the Cash Balance alternative for part-time faculty. Noncredit students got access to support services through matriculation. Policy issues included a Title V change to include counselors and librarians. Organizationally, FACCC created the Educational Institute, the CalSTRS Task Force, the part-time committee, and initiated Issue Forums [at board meetings]. We increased our membership by over 1,000 in one year."

Carolyn Russell, 1999-present, Rio Hondo College, Whittier. "First, a note to future presidents: FACCC now rents a comfortable apartment for the president directly across from the Capitol. Leon's sacrifice was not in vain. I intend to summarize this year's highlights in the June issue of *FACCCTS* so I won't take space here save to reflect, "What good company I keep!"

Carolyn Russell is president of FACCC and teaches English at Rio Hondo College in Whittier. Her e-mail is crussell@rh.cc.ca.us.

See a partial list of articles featuring FACCC and community colleges at *www.facccc.org* in the "Publications" section. Follow links for "FACCC in the News."

Academic Integrity

■ FACCC's Nov. 10 workshop on academic integrity was covered by KCRA Channel 3.

Faculty members and president of the national Center for Academic Integrity, Jeanne Wilson, discussed *The Cheater's Handbook* and ways in which faculty, staff, administrators and students can help decrease cheating on campus.

State Audit—50 Percent Law

FACCC was instrumental in convincing the Joint Legislative Audit Committee to request a state audit of community colleges' compliance with "the 50 percent law," which requires community college districts to spend 50 percent of their educational expenses on instructor salaries.

FACCC issued an Oct. 12 press release, the day the state audit of the 50 percent law was announced. The release generated radio and newspaper coverage throughout the state. Here are excerpts from a few articles.

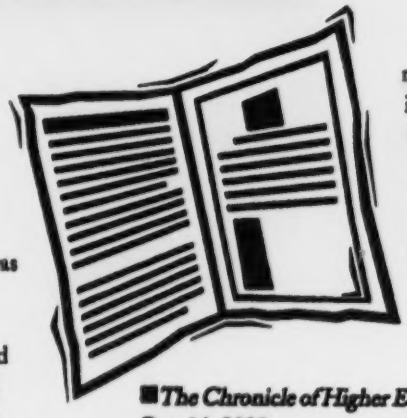
■ *San Francisco Chronicle*
Oct. 13, 2000
"Faculty Salary Figures Come Up Short in Audit"
"Community colleges not meeting state requirements"
by Tanya Schevitz

"Some community college districts in California are misreporting their spending on faculty salaries and the state chancellor's 'ineffective oversight' allows the errors to go undetected, according to a state audit...

"David Hawkins of the Faculty Association of California Community Colleges said the report confirms that the self-reporting process is problematic. Hawkins also said the audit shows that some colleges have extra money they could have spent a highing full-time faculty members instead of relying on part-time teachers..."

■ *The Oakland Tribune*
Oct. 14, 2000
"Community colleges dispute state audit"
by Robert Gammon

"California's community colleges, including the Peralta Community College District, are violating state law by incorrectly reporting how much money they spent on teachers salaries, according to a new report by state auditors...



"'Our main concern is how many millions of dollars are being inappropriately spent,' said David Hawkins, director of government affairs for the Faculty Association of California Community Colleges, which requested the audit along with the state Legislature. 'There's been no oversight.'"...

■ *The Chronicle of Higher Education*
Oct. 16, 2000
"California Audit Faults Six Community Colleges For Violating Law on Faculty Pay"
by Erik Lords

"A state audit released last week in California found that six out of 10 community college districts that were examined had violated state law by not spending enough on faculty salaries...

"David Hawkins, government affairs director of the Faculty Association of California Community Colleges, said that the problems stemmed in part from 'an unwillingness at the chancellor's office to hold the districts accountable when it comes to how the money is spent.' He continued, 'We've always had anecdotal evidence on this, but now with the audit we have something that shows that there's a problem that needs to be addressed.'"...

The Education Summit

FACCC-Education Institute's Sept. 22 Education Summit on Community Colleges attracted newspaper, radio and TV coverage, including an 11 a.m. report by Mike Landa the same day on KNX News Radio (1070 AM).

■ Long Beach *Press-Telegram*
Sept. 23, 2000
"Community colleges see change"
by Mary Hancock Hinds

"LONG BEACH— Shaping a response to California's dramatically changing population and economy was the focus of the state's first Education Summit for its 107 community colleges held Friday...

"The gathering was convened by the Faculty Association of California Community Colleges... 'We are the most complex society on earth and in history,' [Political columnist Dan] Walters said. 'But we have no guideposts. California is what the rest of the country will look like in 50 years.'...

Truth and Consequences

Jonathan Lightman

Sometimes the truth makes people uncomfortable.

The recent state audit of community college spending for instructor salaries revealed that six of the 10 college districts audited were violating state law.

Not surprisingly, all had reported to the Chancellor's Office that they had spent the required 50 percent minimum of their annual educational expenses on instructor salaries.

The state audit, requested in April by the Joint Legislative Audit Committee thanks primarily to FACCC and Assemblyman Scott Wildman, was released Oct. 12. It revealed that "poor oversight" by the state Chancellor's Office allows community college districts to violate state law by incorrectly reported their spending level on instructor salaries.

The six districts, Alan Hancock, Kern, Mt. San Jacinto, Peralta, Santa Monica and West Hills, were found to be spending $10 million too little on instructor salaries. The districts found in compliance were Contra Costa, Los Rios, San Diego and South Orange County— yet even these districts were cited for faulty reporting of their numbers.

Part of the state Education Code, the "50 Percent Law" was enacted in 1961 to reduce administrative expenditures, decrease class sizes and improve classroom instruction.

Simply put, the 50 percent law is calculated through dividing current educational expenses (demoninator) by instructor salaries (numerator). When the answer is at least 50 percent, the district is in compliance. Needless to say, the law is quite complicated, because not all faculty expenditures belong in the numerator, such as faculty reassignments, and not all educational expenses are factored into the denominator.

"How many billions of dollars are being inappropriately spent in the community colleges?" FACCC Government Affairs Director David Hawkins asked reporters the day the audit was released. "How much could the state have reduced class sizes and increased the effectiveness of classroom instruction if this money had been spent for its intended use?"

> FACCC has done its job. We called attention to potential underpayment of faculty.

FACCC issued a press release the same day the state audit was released, and we generated radio and newspaper coverage throughout the state, with articles in *The Los Angeles Times, San Francisco Chronicle, Oakland Tribune, The Chronicle of Higher Education*, and others, such as the *Merced Sun-Star* and the *Lemoore News*. (See excerpts on the facing page.)

If community college districts are underpaying their employees, the employees absolutely must be allowed to ask, "why?" Our part-time faculty, in particular, who earn roughly 37 cents on the dollar have ample reason to ask the question.

While FACCC is eager to engage in a vigorous discussion on improving the 50 percent law, we begin with the following precepts: (1) that the 50 percent law retains its fundamental importance to the community college system by reminding us ours is a teaching, not research, institution; (2) that Assembly Bill 1725 of 1988 did not overturn, but was meant to act synchronistically with the 50 percent law; (3) that outstanding legal questions the state auditor identified should be resolved before the system proposes a major revision through the Legislature; 4) that the Chancellor's Office must enforce the 50 percent law through independent checks on district auditors.

And while the audit produced considerable acrimony among some of the targeted districts, even the Santa Monica district—subject of litigation on the 50 percent law—expressed, "... if nothing else this audit brings the inconsistencies in both laws [the 50 percent law and AB 1725] to a head."

In this respect, FACCC has done its job. We called attention to potential underpayment of faculty. We demanded a legislative spotlight on the teaching nature of community colleges. And, we moved the system away from the parlance of maligning the 50 percent law to one where it will seriouly look at modernizing the application of this important statute.

Sometimes the truth is necessary for progress.

Jonathan Lightman is executive director of FACCC. His e-mail is JLFACCC@aol.com.

To comment, write a letter to the editor. See details on page 17.

Task Force to Address 50 Percent Law Compliance

by Teri Bernstein, Santa Monica College

The recent state audit on community colleges' spending practices has focused media and lawmakers' attention on the "50 Percent Law." The Oct. 12 report was subtitled "Poor Oversight by the Chancellor's Office Allows Districts to Incorrectly Report Their Level of Spending on Instructor Salaries."

The audit revealed that six out of 10 community college districts were violating the law, which requires districts to spend 50 percent of their educational expenses on compensation for classroom instructors and aides. Underspending in these six districts alone totaled $10 million for the 1998-99 fiscal year; the four districts not in violation also made reporting errors.

The grapevine tells us that administrators around the state are now scrambling to confirm whether they are indeed in compliance, as the audit focused attention on several practices that have never been challenged by the Chancellor's Office. Rather than examining increases in administrative spending or overreliance on under-paid part-time faculty, some districts have attempted to comply with the 50 percent law by cutting faculty reassigned time and other non-teaching faculty assignments.

The 50 percent law Consultation Council Task Force is attempting to address related issues, which had been tabled in the recent Education Code review. After FACCC and other community college advocates convinced the Joint Legislative Audit Committee in April to request a state audit, Chancellor Tom Nussbaum convened the 50 Percent Law Task Force in June.

The task force undertook the complex task of examining the law itself (Education Code 84362), the related regulations (59200-59216), the Budget and Accounting Manual (BAM), state auditing standards vs. local practices, and enforcement and accountability issues.

Task force members first explored the idea of defining "salaries of instructors" as salaries of all faculty—teachers, student support faculty and faculty on any type of reassignment. This change would require a change to the Education Code itself. This concept was supported by administrative groups, but *not* by any faculty groups. The primary effect of this definition would have been to eliminate the 50 percent law minimum for teaching faculty, and would not have established any protection for student support faculty. It would have pit faculty members against each other, competing for the same pool of money. Moreover, attempts to ascertain a fair percentage relating to student-support faculty requirements made it clear that further study would be needed.

FACCC Executive Director Jonathan Lightman and Teresa Aldredge of Cosumnes River College met with the task force to help clarify that teaching faculty is the focus of the 50 percent law, but that funding protection for student-support faculty is a very important issue that also deserves attention from the Chancellor's Office. The task force supports continuing this discussion in another committee, after counselors and student service groups, on a statewide level, meet with FACCC leaders to develop policy, positions and possible legislation to present to the Consultation Council.

The task force also considered the risks to making any other changes to the Education Code, since those changes would have to be debated in the Legislature. Faculty members don't want to lose the protections of this law, and the system does not want to risk public disagreements at a time when we all want more funding. Therefore, the task force will not recommend any changes to the Education Code.

The task force members agree that we need several changes in the regulations, which are supposed to explain and support the statute. The audit suggested several changes that would have the effect of requiring that more money be spent on instruction. In addition, several clarifications were suggested that would preclude interpretations that have had the effect in the past of lowering the amount spent on instruction. The task force will probably recommend implementation of several of these suggestions.

THE CHANCELLOR HAS PROPOSED one regulation change that would have the effect of lowering the amount spent on instruction, by allowing non-instructional reassigned time to be designated as "instructional" if done with the permission of the Senate. This suggestion will probably be vigorously discussed with constituency groups as the short-term advantages (fewer threats to existing reassigned time) are at odds with the long-term risks (if millions of dollars in administrative reassignments cut into instructional funding).

Also still under discussion are proposals to require local public hearings regarding 50 percent law compliance calculations, and to increase the audit requirements and the Chancellor's Office enforcement policies.

The audit's central issue was the Chancellor's Office lack of accountability. The community colleges can ill-afford a lack of accountability in an era when we seek more funding, so the task force must seek effective changes in this area.

The task force hopes to complete its recommendations by the end of the year.

For more info, see *www.smcfa.org/50/50_percent.html*, and *www.cccco.edu/cccco/consult/Task_Forces/fiftypercenttf.doc*.

Teri Bernstein was chief negotiator of the Santa Monica College Faculty Association from 1993 to1995 and 1997 to 2000. She teaches Business and Accounting and has been a FACCC member since 1986.

Leib, Siever to Lead CCCBOG

Rich Leib was unanimously elected president of the California Community Colleges Board of Governors at its Nov. 6 meeting in Long Beach.

Leib, who was profiled in the March 2000 *FACCCTS*, is viewed as a consensus builder. His priorities for the coming year include increasing transfer rates from community colleges to University of California and California State University. He is also a strong proponent of public-private partnerships between the colleges and local businesses.

Patricia Siever of L.A. Pierce College was elected the board's vice president. She is one of two faculty representatives on the CCC board. Siever was profiled in the December 1999 *FACCCTS*.

FACCC Member Appointed

Gov. Gray Davis on Oct. 31 appointed FACCC Member Brian Conley, 51, of Huntington Beach to the California Community Colleges Board of Governors.

Conley, a FACCC member since 1992, is a professor at Golden West College and president of the Rancho Santiago Community College District board, which he has served on since 1988. He has served on the Education Advisory Committees for Congresswoman Loretta Sanchez and Assemblyman Tom Umberg.

FACCC sent letters and met with Davis' staff over the past two years supporting his application.

Davis announced July 6 his appointment of former FACCC advisor Robert L. Moore to the California Community Colleges Board of Governors. Davis also appointed Matthew D. Roy, and reappointed Patricia G. Siever.

Moore, of Los Angeles, is president of BJRM Investments and is a former part-time FACCC policy and legal advisor, after serving as a financial advisor for Paine Webber. He served as an education and legislative advisor to former Gov. Jerry Brown. Moore replaces Richard F. Alden, whose term expired.

Roy, of Northridge, graduated in June from the College of the Canyons with an associate degree in political science. He served as the Region 6 Policy Board Representative for the California Student Association of Community Colleges. He attends California State University, Sacramento. Roy replaces David F. Lawrence, who resigned.

Siever, of Culver City, is a history professor at Los Angeles Pierce College. She specializes in United States history, African American history, and the history of Africa. She is one of two faculty members on the CCC board and was first appointed in 1997.

Journalism Awards

Several Journalism Association of Community Colleges member colleges earned awards during the Associated Collegiate Press/National College Media Convention, held Nov. 9-12 in Washington, D.C. For a list of winners and finalists, visit the Associated Collegiate Press at *www.studentpress.org/acp*.

Congratulations to FACCC member Paul DeBolt, adviser of the Two-Year College Newspaper Pacemaker: *The Advocate*, Contra Costa College: Marc Carig, editor.

AccessAdvocate, *www.accessadvocate.com*, at Contra Costa College was one of two Journalism Association of Community College schools' online publications named as finalists in that category.

Congratulations also to FACCC member Blanca Adajian, an adviser to a newspaper that was among five California Community Colleges finalists.

Adajian is one of four advisers to *The Roundup* at L.A. Pierce College.

The Associated Collegiate Press is a division of the National Scholastic Press Association. Founded in 1921, the ACP is the largest and oldest membership organization for college student media in the United States.

Teaching Tip

A lot of kids coming to me directly out of the local high schools are woefully unprepared for college. They would not survive the four-year system, and community college is their chance to get the remedial work they need.

This is how I integrate remediation into my teaching. I give them an exam. It's not "watered down." It's what the four-year college students would have to pass.

If the median is below a C, about two weeks later, I give a short, extra credit re-test. Any points they get are added directly to the exam. At least half the class failed.

The results have been interesting. The students fall into two distinct groups. One goes, not from an F to a C, but from an F to an A or B. The other group goes from an F to another F.

I'm convinced the difference between the two groups is almost entirely due to motivation.

The heartening thing is, even students coming to me very badly prepared can and do survive the course with this type of remediation. The key, of course, is they have to be motivated. If they lack motivation, nothing can save them.

Akemi Kayleng Knight
Physics Instructor, West Los Angeles College

Online Teaching Awards

Congratulations to the following FACCC members who received honorable mentions for their online classes at the California Virtual Campus Online Learning in Higher Education conference Oct. 23 at the Resort at Squaw Creek, Lake Tahoe.

David Diaz of Cuesta College for his Whole Health Web site (Health Education); Scott Hildreth of Chabot College for his Astronomy 20 Online course; David Megill and Don Megill of MiraCosta College, for their Introduction to Music and Music Fundamentals courses; and Jodi Reed of Cuyamaca College for her CIS Web Publishing course.

Nominated Web sites were judged on educational content, site design, use of multimedia, interactivity & community, and accessibility. For more information, see *http://pdc.cvc.edu/cvcaward/*.

Success for Irvine Grad

Anthony Bagarozzi, a former Irvine Valley College student, recently sold a screenplay he wrote with a friend for $1 million, reported the Oct. 23 edition of *The Los Angeles Times*.

The *Times* article, "A Million-Dollar Ending for Screenwriting Partners" told about how Bagarozzi and Charles Mondry camped out in Laguna Hills at Mondry's mother's house to collaborate on an action-thriller script. It sold just two days after their Hollywood agent offered it in late September. The script, about an amnesiac suspected of planting bombs throughout Los Angeles, was snapped up by Columbia Pictures for $1 million.

CCC Grads Win Gold

Congratulations to Yuba Community College graduate Stacy Dragila, world record holder in the women's pole vault, who won the nation's first gold medal in this newest Olympic sport at the Olympics in Sydney, Australia. Dragila is an Auburn, Calif. native.

Congratulations also to former Santa Monica College swimmer Lenny Krayzelburg, who won gold medals in the backstroke and relay, and to Hartnell College graduates Calvin and Alvin Harrison, who won gold in the 4 x 400 relay with Michael Johnson.

Green Appointed

Congratulations to FACCC member Jan Green of San Bernardino Valley College for her appointment to the state Supreme Court's Applicant Evaluation and Nomination Committee. The committee evaluates, screens and recommends applicants to the State Bar Court.

Green was featured in a July 19 article in the *San Bernardino Sun*. She is the lone voice of the public on who should be recommended to the high court. The others on the seven-member committee are state bar members and retired or active judicial officers.

"This will give me, as a public citizen, an opportunity to learn and assist (the committee) through my experiences as a juror, a jury foreman and as a member of my community," Green told the *Sun*.

She explained that she is just an active citizen who cares about the judicial system and how it works — a system that affects every citizen's life.

"I think it's wanting to be knowledgeable of what's going on in the community and in the judicial system and how it works," Green said "We, as members of the community, should assist in that system and help it work."

Part-Timer Speaks Up

California Journal published a commentary by a part-time teacher who argued that "it's time we discovered the truth about the cheap, shoddy way that much of higher education occurs."

Keith Atwater, who teaches English and history at Union Mine High School in El Dorado, wrote the October 2000 commentary "College Teachers as 'Freeway Fliers.'"

"Imagine the California Highway Patrol hiring a thousand officers at hourly rates, without benefits, to work Monday, Wednesday, and Friday mornings. Another thousand work only on Tuesday and Thursday afternoons. Both groups of officers, unlike their full-time brethren, advance only through cost-of-living adjustments. Now imagine *any* team of trained professionals from air traffic controllers to zoo biologists working a few hours a week at one site, then driving to another — using their cars as offices. Sound crazy? That's how about 40 percent of all college teachers in America live and work..."

California Virtual Campus

The now-defunct California Virtual University is serving as a revitalized catalog of distance education classes called the California Virtual Campus, *www.cvc.edu*, reported the Sept. 15 issue of *The Chronicle of Higher Education*.

More than 3,100 distance education courses offered by public and private colleges throughout the state are available through the catalog, and the number is growing. The California Virtual University had spent more than $600,000 getting the catalog running but it nearly fell into ruin after the money dried up. The catalog was passed off to the University of California when the CVU shut down, but listings were not updated for several months. The California Community Colleges offered to take over the catalog maintenance as part of the California Virtual Campus. About $250,000 of the virtual campus' $2.9 million annual budget is now devoted to updating the catalog. Like its predecessor, the virtual campus relies on individual colleges to submit their course information. More than 14,000 students have registered with the site.

Gorbachev Visits Modesto

Greater leadership is needed to achieve world peace and solve global problems,

former Soviet Union president Mikhail Gorbachev said in an Oct. 4 address to students at Modesto Junior College.

A report in the *Community College Times* by MJC Director of Marketing & Public Relations Linda Hoile said Gorbachev told of an emerging fourth world comprising people in even greater poverty than those in the third world.

"There is nothing more important today than stable peace," Gorbachev said through a Russian translator. "It is only under conditions of peace that we will be able to find answers to the most difficult questions we are facing."

Gorbachev, who led theSoviet Union from 1985 to 1991, was responsible for streamlining and decentralizing the Communist system he inherited.

The event, presented by the Modesto Junior College Foundation, raised about $60,000 for program grants, capital projects, scholarships and other campus needs.

Teacher Training

Pasadena City College received its largest private cash gift when Alexander and Adelaide Hixon presented the college with $1 million to support a new teacher-training program. The gift will provide an endowment for student scholarships, staff support and promotional materials.

The first university partner in this program is Cal State Los Angeles. The innovative four-year "Blended Program" blends professional education courses into the undergraduate Multiple Subject Matter degree program at Cal State L.A. It started this fall with 126 students. The students will earn their bachelor's degrees and preliminary teaching credentials at the same time, and will be prepared to teaching grades K-12. PCC expects other colleges and universities to join the program.

Nursing Program Praised

Five years of exceptionally high pass rates on the state board nursing exam has led the Board of Vocational Nurses and Psychiatric Technicians to commend the Alan Hancock College Licensed Vocational Nursing Program.

Catherine Ayers, right, and Ann Koda of DeAnza College, told faculty members about the @One technology project during a Sept. 21 FACCC conference workshop.

Over the past five years, 99 percent of Hancock students passed the exam on the first try. The statewide pass rate was 77 percent. The positive results have prompted the board to increase the number of students allowed into the program.

Ten more students will be admitted, bringing the total to 40. The program accepts students every other year. The next class begins in January.

EOPS Receives More Funding

After nearly three years, collaborative efforts between FACCC and the Extended Opportunity Programs & Services Association have culminated in historic accomplishments in the 2000-2001 state budget.

The *EOPS Association Newsletter* reported in its Oct. 18 issue that due to FACCC's advocacy efforts on behalf of EOPS/Cooperative Agencies Resources for Education, Gov. Gray Davis signed a state budget that included $11 million in new money for students. Since 1988, FACCC/EOPSA's advocacy has brought $20 million in increased funding for EOPS/CARE.

Six million dollars in new money will serve an additional 10,000 EOPS students. And for the first time, another $5 million till go to districts solely for EOPS textbook grants.

FACCC first pursued the EOPS textbook grants last year. Although the governor's staff hesitated to provide additional funding, FACCC's research and lobbying convinced Davis that the textbook money was critical to the future success of EOPS students.

Letters Welcomed

FACCCTS welcomes letters to the editor. Submit letters of no more than 250 words to FACCC, 926 J Street, Suite 211, Sacramento, CA 95814 or e-mail *facccc@aol.com*. Don't forget to include your full name, college, discipline, and phone number for confirmation.

Please send news items to *facccc@aol.com* or *k7martinez@aol.com*.

For The Record

Accuracy is one of *FACCCTS'* priorities. It is *FACCCTS'* policy to promptly acknowledge errors in this standing column. Call (916) 447-8555 or e-mail *facccc@aol.com*.

- A film director's name was misspelled on p. 32 of the September issue. The correct spelling is Stanley Kubrick.

New Board Member Shares Perspective

by Robert L. Moore

As one of the most recent appointees to the California Community College Board of Governors, I am delighted to have an opportunity to communicate with a sizeable segment of the community college constituency via this issue of *FACCCTS*.

I come to the board with an understanding of the significant role our colleges play in improving the educational and employment opportunities available to virtually all Californians. My agenda as a member of the board of governors is to consistently act in a manner that improves the ability of each college to better serve the needs of the people in their communities.

In the few months I have been on the board, I have been impressed with the large number of important issues that require board attention and action. The issues that I currently consider to be the most pressing include: improving conditions for part-time faculty; providing adequate pay and proper support for all faculty and classified employees; successfully implementing the Partnership for Excellence program; increasing the transfer rate of our students to four year colleges and expanding the role our colleges play in preparing students for high-paying jobs in cutting-edge fields.

The issues confronting us now are remarkably similar to the issues that required attention when I was dealing with community college matters as a member of Gov. Jerry Brown's staff between 1976 and 1982.

THE PARTNERSHIP FOR EXCELLENCE program did not exist then but there was a concern about how well the colleges were performing the functions that now make up the factors to be assessed under this program. The fact that many matters have remained unresolved for more than 20 years causes me to question whether a "resolution" is possible. Perhaps incremental improvement is the best that can be accomplished when working within a huge governmental structure and dealing with financial resources that are insufficient to meet the ever-growing demands placed on our colleges.

I tend to be an optimist and will not let the past deter me from seeking the most advantageous outcome on matters of concern today. I also am a realist and will use the past as a pretty good indicator of what to expect if the approach to dealing with an issue has been tried before. I will endeavor to find new ways of addressing issues rather than pursue policies or practices that have previously failed to produce results.

I view the potential for accomplishing significant progress on the issues of utmost concern within our system to be at a historic high. There appears to be a strong sense of unity of purpose within the system.

The political concern about education has never been greater. The economy is strong. The Chancellor's Office is staffed with extremely capable people. The members of the Consultation Council appreciate the value of working cooperatively and looking for new ways to address issues. The makeup of the board of governors favors this body demonstrating unprecedented leadership and political effectiveness.

OUR CHALLENGE IS to take advantage of the favorable conditions that currently exist. The board of governors is in the process of developing a clear set of goals and objectives to guide its actions on setting policy and dealing with budget and legislative issues. It is my expectation that early next year the board will have a collective set of priorities and be focused on pursuing steps to achieve those priorities. In the meantime, I anticipate budgetary and legislative items already developed will be pursued and matters coming to the board for action will be considered in light of existing policies and practices.

In pursuing new initiatives, I will place great weight not only on how much value it may have in furthering our colleges' mission but also on the likelihood of winning legislative and gubernatorial support. Programs linking growing industries with relevant training are capable of garnering such support.

Although there are numerous job training and economic development programs in place, I believe there is still a need for innovative approaches to creating connections between businesses needing skilled workers for relatively high-paying jobs and those people most in need of new employment opportunities. I am very concerned about the purported shortage of workers in some of the fastest growing sectors of our economy and the seeming lack of focus on what role the community colleges may be able to play in addressing this need.

I am also concerned that our colleges may not be involved in helping to provide alternatives to high school students who have great potential but are inclined to drop out because they see little value in high school academics.

Another area of concern is what role, if any, our colleges are or can play in providing new options for the seemingly expanding number of people who are working more than one job and still struggling financially. As a member of the board of governors, I will certainly support efforts that address these concerns.

During the coming months, I look forward to working with FACCC and all the concerned groups to effectively address the issues mentioned above and other matters of concern to the community colleges.

Bob Moore is a member of the Board of Governors of the California Community Colleges. He is an attorney and a former FACCC legislative analyst and adviser.

Commentary

Collegial Consultation: Promise or Pretense?

by Irene Menegas, Diablo Valley College

When the landmark community college reform legislation Assembly Bill 1725 of 1988 became law, it was a time of great hope.

After its passage, after the intense negotiations had finally ended, and each group had won some battles and lost others, the leaders of *all* the groups (faculty representing the unions, the Academic Senate and Faculty Association of California Community Colleges; classified staff; administrators; students; and representatives from the Chancellor's Office, *all* came together to publicly support this omnibus reform bill.

Cross-constituency groups of those involved in the negotiations held workshops across the state to discuss the intent, implementation and implications of the legislation. For those in leadership positions, who had kept abreast of the developments, it was an exciting time, full of anxiety and engagement. While not exactly a time of unity, there was a tenuous alliance among the constituent groups.

There were still disagreements, of course, and not everyone was satisfied with the outcome. There were serious questions

still to be resolved. In particular, how would presidents and local boards of trustees maintain their authority in the wake of shared decision-making? No one quite knew where it would all end, or how it would all work out once the dust settled.

Yet, there remained a sense that all of the groups had collaborated to create meaningful reform that would not only help the colleges and the system, but also break us out of the confines of the K-12 institutional mode. For the faculty, there was a sense of having achieved a monumental victory that would change the face of the colleges. Many of us hoped that boards and administrators, once they understood the legislation, would see the ways it could strengthen the colleges despite the redistribution of some of the decision-making powers it effected. Those directly involved in the negotiations had been part of the community college revolution.

Publicly, the leaders of the constituent groups worked together, appeared together at conferences throughout the state,

Commentary

The Ellis Island of California Higher Education—California Community Colleges

Everyone is Welcome—Opportunity for All

by Patricia G. Siever, Los Angeles Pierce College

In my 25 years within the California Community Colleges, I have been an avowed faculty advocate for the principles upon which the California Community Colleges operate: open access, academic and vocational opportunity, educational growth, life-long learning, and, principally, student success.

More than 1.5 million students are enrolled in the California Community Colleges. They have contributed more people to California's workforce than either the California State University or University of California systems. So, with all of this success, the question is how will challenges such as Tidal Wave II, governance, participatory governance and the Consultation process, human resources (diversity and part-time faculty equity), Accountability (i.e., Partnership for Excellence) and equity in funding be successfully addressed by the community colleges in this decade?

■ Tidal Wave II will bring more than 450,000 additional students to the California Community Colleges. The colleges must prepare to meet the needs of this diverse "new majority" student population, by creatively using their land space, adapting and diversifying the curriculum, developing appropriate pedagogy to address new learning styles, and guaranteeing those taking English as a Second Language and basic skills classes an expedient and successful completion of their educational goals.

The board of governors and the colleges must effectively promote increasing the number of community service and service learning centers within our colleges so that our students can experience a "sense of community" and social responsibility. In

See Ellis Island, page 22

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Those directly involved in the negotiations had been part of the community college revolution.

Publicly, the leaders of the constituent groups worked together, appeared together at conferences throughout the state, and spoke out on the benefits of the legislation. Behind the scenes, negotiations continued within a context of reform, and representatives from all of the groups worked together to implement the legislation.

For the faculty, it was a heady time, one of great anticipation, hope-even rejoicing. There was a sense that things would certainly be better as academic senates finally received the respect and recognition previously accorded only to collective bargaining groups through the Rhodda Act of 1975. Strengthening and recognizing the role of the senates was seen as beneficial for all faculty, who felt a sense of recognition and respect now that they could finally be involved in decision-making at the *front* end, rather than merely reacting to decisions made unilaterally by management. There was a feeling that with the many responsive administrators we had worked with we might really make headway on the thorny problems plaguing our colleges.

The great community college revolution appears to have fizzled.

Many middle managers were understandably apprehensive; it was unclear where the legislation left them. They wondered what their role would be, and what would happen to their authority. Did the legislation portend real changes in the way colleges did business, or would it eventually go away once the rhetoric and photo opps died down? Could managers regain the powers they enjoyed when they were hired on if only they waited long enough?

COUNTLESS NUMBERS OF WORKSHOPS and memoranda helped most colleges to get busy writing and revising the five personnel policies required by the legislation (hiring, equivalencies, evaluation, faculty service areas, administrative retreat rights). Governance committees were formed to include faculty, staff and students in the decision-making process of the colleges. Governance at the state level was reformed to ensure participation of institutional and organizational representatives in the development and review of policy proposals. (The Consultation Council, which is comprised of representatives from all of the statewide professional organizations and meets with the chancellor monthly, is the heir to that set of reforms.)

Shared governance was the hot topic at all the conferences. Newsletters for each of the constituency groups ran editorials discussing the pros or cons of various aspects of the legislation. Accompanying articles and sidebars explained the changes and offered helpful hints on implementation. And despite some misgivings and continued intense negotiations as policies were developed, the system, as a whole, was energized and mobilized to work through the issues involved in implementation.

NOW, MORE THAN A DECADE LATER, the landscape has changed dramatically. What we thought were healthy, newly-planted forests seem to be dying back, revealing the same old trees and mountains. Or-to shift the metaphor-what seemed like a rising tide promising to lift the community colleges into their rightful place in higher education has receded, leaving us mired in a state of disarray.

Contrary to popular opinion, it is *not* primarily a matter of chronic underfunding though that has exacerbated struggles over educational priorities and resource allocation. Instead, what has evolved is a failure of leadership, a lack of collegiality, and a loss of focus. Both at the state level and locally, there has been a squandering of energy and good will as faculty, staff, administrators and students have struggled over whether to turn back the clock or to prevent the turning back of the clock to the time when managers ran the colleges and faculty knew their place.

Despite the landmark legislation that put community colleges into the ranks of higher education, our colleges and our system have reverted to acting more like secondary institutions than postsecondary ones. Across the state, from the Chancellor's Office to local colleges, we see a consistent refusal to accept the role of the Academic Senate as outlined in the legislation.

From where I sit both on the board of governors and as a local faculty member, I see precious little collegiality in much of the "consultation" that is conducted these days, despite repeated calls for unity from the chancellor. Ask both the full-time and part-time faculty if they feel respected, appreciated, inspired. Ask managers how well they like their jobs and whether they would encourage others to join them. Ask classified staff and students how welcome they feel in decision-making groups.

The great community college revolution appears to have fizzled.

It's this lack of community, of mutual respect, of true collegiality that I see as the most pressing issue facing our colleges. Until we start working together, in an atmosphere of truly shared responsibility, no amount of funding will improve the status of the community colleges.

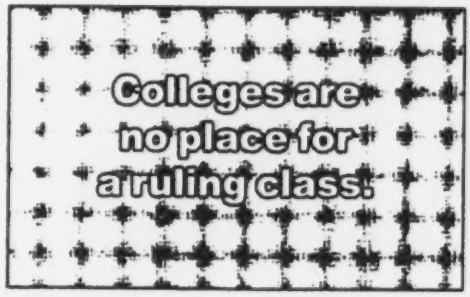
As a member of the board of governors, I continue to be shocked by the number of managers locally and in the Chancellor's Office who refuse to acknowledge the expertise of the faculty in academic and professional matters, who refuse to accord faculty, staff and students the right to participate in decision-making granted to them by AB 1725. Far too much time and energy is wasted locally and at the state level fighting

about who should have a seat at the conference table, who gets to speak, who gets to vote, and who gets to-just observe.

Instead of pooling our energy and creativity on solving difficult problems facing our colleges and our system, we are all-managers, faculty and staff-wasting our inspiration and expertise; camaraderie certainly fades when faculty are put in the position of alternately asserting and defending our rights to have a meaningful role from the *beginning* of the decision-making process, not after it has been completed. It's as if an amnesia of AB 1725 has swept across the local board rooms, administrative offices in Sacramento, and listserves throughout the state.

Do the faculty and staff share the responsibility for some of this dis-integration? Certainly, those who forged AB 1725 may have misjudged the readiness of the rank and file to assume leadership roles for which they had received no training and for which there was little tradition. And those in the legislature and management may have misjudged the ability of the rank-and-file administrators to adapt, to yield-to change.

TO BE TRUE INSTITUTIONS of higher education, to excel in our mission, requires full participation from the entire college community, locally and at the state level. An attempt to return to authoritative hierarchical management, no matter how concerted the effort, is counterproductive and cannot lead us to excellence or help us fulfill our mission. It is a destructive, rather than constructive course of action, one that foments trouble and discord. Our shared mission is broad and complex. When we succeed, and I think we often do, it is against all odds. But that success, when measured by the latest quantitative standards, is always found by our critics to be insufficient. Not enough transfers, not enough certificates awarded, not enough courses completed, poor retention, low productivity.



To truly succeed as high quality postsecondary institutions, all of us must take a different tack. Our colleges must become havens of hope and inspiration for our students and our staff; students must be encouraged to excel, to be excited about learning, engaged in their studies, willing to take risks as part of a community of learners; faculty, administrators and classified staff must be encouraged, respected, and supported in their efforts to experiment and collaborate to improve learning. How can we be flexible and responsive community-based institutions unless faculty and staff are supported in their efforts to revitalize the curriculum, to innovate and pilot more integrated programs, and to continue to develop as professionals throughout their educational careers? How can we increase student retention, persistence and achievement without faculty-driven initiatives and the help of the support staff? How will we improve student equity without faculty leadership? How can we empower the many innovative administrators to step in and lend their expertise and guidance to the effort and still be accepted at the lunch table of those administrators who oppose what AB 1725 stands for?

When we discuss issues of funding and oversight, administrators often argue that the community colleges should be treated like California State University and University of California, rather than K-12, particularly in terms of accountability. Some assert that as institutions of higher education we should follow the example of CSU and UC, even to the point of including academic administrators in our academic senates. I find such assertions curious in light of the continuous debates across the state about how much involvement senates should have in decision-making at the colleges.

For example, must senates be involved in the distribution of *all* Partnership For Excellence funds, or should they be satisfied having a say about whatever sum is leftover after the manager-approved projects are funded? Should senates be involved in enrollment management decisions? Or should the determination of which programs need to be enhanced and which left to struggle be a management decision? Surely, these issues fall well within the domain of faculty expertise as described by AB 1725.

Many of our local campuses and even our Chancellor's Office staff still have trouble delegating real authority to the senates on academic and professional matters, such as service learning programs, articulation projects, faculty development activities, the new Teaching Reading Development Partnerships. In spite of AB 1725's clear mandate, faculty roles in the hiring and evaluation of educational administrators are all too often minimal and are being further eroded. How can anyone call for academic senates that emulate UC and CSU when our institutions' decision-making processes and attitudes continue to resemble those of K-12?

Clearly, clinging to such outdated hierarchical approaches can't promote a sense of community, commitment, or collaboration. Nor can they help us move our institutions forward to meet the increasing and changing demands made upon us. A professional educational community requires a mutuality of respect, a climate of open and frank discourse, and an acceptance of differences. These qualities are essential in creating safe spaces for student exploration and inquiry in our diverse communities. How will we achieve excellence in our offerings and programs without treating and compensating all faculty and staff like professionals? How can we have vibrant, first-rate colleges if we have a four-tier employment and compensation system-one for administrators, another for full-time faculty, the lowest for part-time faculty and classified staff?

We can't.

All of us-faculty, administrators, staff and students-face so many challenges in the first decade of the new millennium: increasing student demand, calls for more flexible curriculum, greater numbers of students in need of remediation, insufficient funding, increased competition from other educational and proprietary institutions, soaring costs, staffing needs, demands for greater accountability, up-to-date training needs from local businesses.

To achieve unity, we must learn to regard one another with professional respect.

It's time to realize that we have a far greater chance of addressing these needs if we work together than if we continue to revert to ways that are divisive and exclusionary. Unity has been the dominant theme this year, particularly after the near fatal conflicts over last year's budget. For many, however, the call to unity has a hollow ring. We will never achieve a meaningful level of unity when a significant portion of our college community feels utterly disenfranchised. We can't achieve unity when faculty must fight for every revision, major or minor, in policies that relate to their areas of expertise and impact their programs.

To achieve unity, we must learn to regard one another with professional respect. Our colleges must model good citizenship and democracy in action. Only then can we work together to achieve the goals we set for ourselves. Our colleges should be monuments to excellence where motivation to succeed runs high, where generosity abounds and all members of the college community feel valued and encouraged to participate.

That's real unity.

Irene Menegas is an English instructor at Diablo Valley College and is a member of the Board of Governors of the California Community Colleges. She has been a FACCC member since 1984.

To comment, write a letter to the editor. See guidelines on page 17.

Ellis Island *continued from page19*

addition, the Legislature and board of governors are committed to making the transition from community college to a four-institution as seamless as possible for the student. To this end, funds have been allocated to implement common course numbering, IMPAC (Intersegmental Major Preparation Articulated Curriculum) and CCAN (Community College Articulation Number).

■ Governance of the California Community Colleges is unique compared to the other institutions of higher education. This bilateral governance structure is comprised of a state-level board of governors appointed by the governor, and 72 locally elected boards of trustees. The challenge is how does the state governing board, while providing leadership and fulfilling its state-mandated responsibilities of regulating and enforcing state law, enhance and strengthen the role of local governing boards that have the responsibility for setting policies that address the needs and priorities of their students, local communities and constituencies?

Recently, the board of governors and the California Community College Trustees Board of Directors entered into an agreement that acknowledges their delineated respective roles. This agreement has the potential of strengthening the entire system. One key element inherent in this agreement is the "challenge of trust" as it relates to "participatory governance" and Consultation, both on the local and state level.

■ Participatory governance and Consultation are vital to the development and implementation of local and state level policy. Governing boards should ensure that the governance process is efficient, effective, all-inclusive and compliant with state law (Assembly Bill 1725 of 1988) and Title 5 regulations. The process should engender the mutual trust of all parties involved. The state board of governors and the local boards should adopt well-articulated standards, criteria and quantitative measures that will produce outcomes that successfully address our students' needs, our colleges' welfare and the enhancement of our system.

■ Developing and enhancing system human resources in this decade is imperative. The colleges' recruitment, hiring and mentoring processes should proceed "full speed ahead" with the aim of increasing the diversity of the faculty, staff and administration, so that our students can see their own reflections and role models within our colleges. Also, the state board of governors must aggressively address and seek full resolution to the plight of our part-time faculty within these next two years—our part-time faculty members deserve it and our students require it. And, the fact that this issue is at the top of the agendas of the Academic Senate for California Community Colleges, Faculty Association of California Community Colleges and our state collective bargaining agents (California Federation of Teachers/American Federation of Teachers, Community College Association/

Favorite FACCC Memories

Thelma Epstein, De Anza College

In looking back on my years as an active member and participant on the FACCC Board of Governors, I realize that FACCC and its staff have always stood for effective political action for faculty in California.

From the beginning, Patrick McCallum, and later David Hawkins, created a school of professional political action among the thousands of FACCC members statewide.

FACCC offered all faculty the nuts and bolts of how to approach our local elected officials, how to write effective political letters, how to host local legislators on our campuses, and how to explain the value and importance of the community college and its mission to the legislature in Sacramento.

Patrick and David led the way and accomplished these tasks through workshops, how-to handbooks, and by always being available by phone, or in person, to guide us through the process of becoming politically effective.

Jonathan Lightman and David Hawkins continue this leadership today in their careful guidance of the FACCC Board of Governors and in the many workshops that FACCC presents annually. For community college faculty statewide, FACCC has been our political voice in the state Capitol. The FACCC office is also the place where faculty can get quick answers to tough political questions and where staff are ready to offer assistance.

My fondest memory of the organization is of its ability to teach and train faculty statewide to become politically effective and to become spokespersons for our professional field.

California Teachers Association and the independent unions) guarantees that positive resolution will occur.

■ **System accountability** is a major focal point for Gov. Gray Davis, the Legislature and the state board of governors.

Partnership for Excellence is one of the system's accountability measures for student success. According to regulations the system is to receive $100 million dollars each year. To date, the colleges have received $300 million. At its September meeting, the board of governors adopted conditions with the intent of ensuring that Partnership for Excellence money spent is in compliance with state regulations. The Chancellor's Office will help the colleges toward compliance with state guidelines and Partnership for Excellence goals.

This infusion of money into our college budgets' base encourages them to develop innovative mechanisms and vehicles targeted at fostering and maintaining student success. The continued commitment of the college presidents, the leadership of the trustees, and vigilance of the faculty via the Academic Senate guarantee the success of Partnership for Excellence.

■ **Funding** has been an issue every year since 1978 when Proposition 13 shifted funding from the local to the state level. While the California Community Colleges receive at least $2,500 less per student than the national average, they have done an excellent job. In its 2005 Strategic Response the state board of governors set a goal of reaching the national average before the end of this decade.

But we need to look to private partnerships and funding, as Cañada College is doing. Cañada is in the process of planning to partner with San Francisco State University and offer baccalaureate degrees on the community college campus.

Foundations are also important to the economic aspect of colleges. The recently formed Foundation for California Community Colleges has helped colleges acquire hard and software. The foundation can be an aid to helping local college foundations in their quest to help their respective colleges.

The state board of governors is about to embark upon the revision of its Basic Agenda and review of its Standing Orders. This review and revision will provide the board with the opportunity to develop a "global/macro" view when setting its future priorities for the system.

I see the future in the hands of the community college family. While the faculty is the "engine" that makes the system run, the classified staff is the "glue" that holds the system together. The administration ensures that the system is well "oiled." And the students are the reason that the system exists at all.

We are all vital to the success of our colleges. Without any one segment, the system would be dysfunctional or fail. So, as we move forward in this new millennium, we must respect and hold one another dear, for we are in the best vocation of all—educating and shaping tomorrow's future.

Patricia G. Siever is a history professor at Los Angeles Pierce College and is a member of the Board of Governors of the California Community Colleges.

To comment, write a letter to the FACCCTS editor. See guidelines on page 17.

Favorite FACCC Memories

Senator Jack O'Connell (D-San Luis Obispo)
1995 FACCC Legislator of the Year

When I attended Ventura College, I learned firsthand the important role that community colleges play in California. The education I received at VC insured my future successes at California State University Fullerton and Long Beach, where I obtained my teaching credential.

And, as a fellow teacher, I know that you are the heart and soul of what makes the community college system work. You do yeoman's work with little pay and even less appreciation. You make a difference each and every day in your students' lives.

The fact that you have to do so much with so little is problematic—it is time we addressed that. Students are clearly better served when taught by full-time professors. And, if part-time professors are necessary, students are absolutely better served when they have access to those professors outside the classroom and those professors are adequately compensated. As you recall, we have tried to address these issues. My Senate Budget Subcommittee on Education augmented the Human Resources Program by $80 million. This augmentation didn't survive in the final version of state budget adopted by the Legislature, but that only tells me that we need to redouble our efforts next year.

Which leads me to why I think FACCC is so important. You are the voice of the professor. You are partners in ensuring that the California Community Colleges system has a unified voice when it comes before the Legislature. So, as we look ahead to January 2001, when the budget dance for fiscal year 2001-02 begins, I am eager to hear from FACCC and the California Community Colleges on how we can best address the needs of the system, with a special focus on human resources needs. This is a goal we can all support.

Favorite FACCC Memories

Senator Jack Scott (D-Altadena)
1998 FACCC First-Term Legislator of the Year

When I was elected to the state Assembly in 1996, I came to Sacramento with a rich background in California Community Colleges. My career of 23 years included dean of instruction at Orange Coast College (1973-78), president of Cypress College (1978-87), and president of Pasadena City College (1987-95).

During this period of mostly lean times but some good times, my appreciation for community colleges certainly deepened. No other segment of California higher education serves the diverse needs of post-secondary students: the transfer student, the vocational student seeking an occupational certificate, the adult desiring additional training. And yet the role of the California Community Colleges often is neither understood nor truly appreciated. That is why I came to Sacramento determined to fight for community colleges.

As chairman of the Budget Committee on Education Finance, I worked hard to increase funding for community colleges. Joining other like-minded colleagues, funding for community colleges has dramatically increased in the past four years:

1997-98	$349 Million	10.3%
1998-99	$238 Million	6.4%
1999-00	$195 Million	4.9%
2000-01	$579 Million	13.9%

FACCC has certainly been a valuable ally in this struggle for improved funding. And FACCC is also an independent voice for community college faculty—fighting to increase retirement benefits, protecting due process, ensuring that a proper share of funding goes to instruction at the colleges. This is crucial since I firmly believe that the heart and strength of any college is the quality of the faculty.

This is particularly true as we face the challenge of the 21st century. California's population is exploding; it is becoming more diverse, and the information age is requiring that workers update their skills. So I am committed to working with FACCC and other community college friends to ensure that California Community Colleges have the resources and programs necessary to meet our future challenges. You can count on it.

STATE OF CALIFORNIA

OFFICE OF THE ATTORNEY GENERAL

BILL LOCKYER
ATTORNEY GENERAL

October 16, 2000

TO: FACULTY ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGES, INC.

I want to commend your organization for its many accomplishments over the past 38 years. Education is the foundation for a productive, successful society and California's community colleges are a cornerstone of this foundation. The F.A.C.C.C. has been at the forefront, helping to shape California's community college system into the success that it is today.

As a credentialed teacher and former school board member, I am familiar with the improvements the F.A.C.C.C. has helped California obtain. As a former legislator, I am proud to have helped further the goals of the F.A.C.C.C. by securing the first student fee reductions in over 13 years. Now, as Attorney General, I applaud your organization for its many achievements as an innovator and protector of California's community college system.

Despite these many accomplishments, the need for the F.A.C.C.C. is greater than ever. California's community college system is the largest system of higher education in the world, serving over 1.5 million students. Student enrollment for California's 108 community colleges is estimated to rise 3% to 4 % this year. According to the California Post-secondary Education Commission, by 2010 over 2 million students are expected to be enrolled in California community colleges. This represents an enrollment increase of almost 36%. As California prepares for these challenges, I am confident that the F.A.C.C.C. will continue to advocate for California's students and lead the way to a better California.

Best wishes for your continued success.

Sincerely,

Bill Lockyer

BILL LOCKYER
Attorney General

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A Brief Overview of The History

of the Faculty Association of California Community Colleges

by Cy Gulassa

The following was compiled in 1998 from presentations and articles Cy Gulassa wrote during his 17 years as a FACCC officer and board member.

The Faculty Association of California Community Colleges today is one of the most powerful and effective voices for community college faculty in California.

About 7,500 [8,000 as of 1999] full-time instructors, counselors and librarians have voluntarily joined, and their $1 million in annual dues funds lobbyists and a staff whose mission is to develop policy, sponsor bills and lobby the Legislature and other state and federal agencies on matters of academic and professional interest to all California Community Colleges faculty.

Unlike unions that focus on labor issues, and the academic senates that preside over academic matters, FACCC embraces the entire spectrum of community college concerns and provides vigorous, multifaceted leadership wherever and whenever needed.

FACCC is successful today not just because of its vaunted expertise and leadership, but because it was founded by faculty and driven by faculty passionate about the art of teaching and learning. The founding members understood well what we all accept as axiomatic today, that the most potent way to assure student success is to demand a lead role in all decisions that affect the teaching profession, whether in local boardrooms, Sacramento or the nation's capital.

The 1950s: The Formative Years

In 1953, the year FACCC was born, faculty labored under difficult working conditions. Largely a part of the K-12 system, junior colleges were regarded as little more than vocational extensions of high school and instructors worked long hours for little pay without the protections of either collective bargaining or academic senates, both of which were still very distant stars in the professional firmament. Further, educational organizations that did thrive, like the Southern California Junior College Association (SCJCA), the California Junior College Association (CJCA) and California Teachers Association were open to teachers, but controlled by administrators who were paternalistic and largely indifferent to faculty issues.

No wonder that in the fall of 1953, faculty decided they had had enough. A group of Long Beach City College faculty revolted to form the predecessor of FACCC, an independent faculty organization then called the California Junior College Faculty Council (CJCFC). Pres Dawson, the maverick group's first president, explained to startled administrators that faculty urgently needed a "direct, uninhibited, uncensored organization to advocate the specialized case of the junior college instructor." With membership by colleges rather than individuals, CJCFC met for the next five years as a separate faction at the biannual meetings of SCJCA.

Many of the 1953-59 agenda items of the California Junior College Faculty Council reveal the urgent need to break free from the smothering relationship with K-12 and develop an entirely fresh identity.

- Make management-dominated organizations more sensitive to faculty needs
- Separate California Community Colleges from K-12
- Develop a separate CCC section in the state Education Code
- Create and enhance the CCC credential
- Establish college standards on teacher workload
- Devise adequate salary schedules

While the faculty council managed to rally support for its goals, it made little progress trying to work within SCJCA. Finally in May 1958, faculty voted 228 to 55 to pull out of the administrator-controlled group and form an independent, statewide faculty association supported by individual memberships. A year later, with annual dues set at $3, the newly-formed California Junior College Faculty Association (CJCFA) held its first meeting at Santa Monica College, elected a slate of officers and published the first issue of its provocative newsletter, the *Bulletin*. The combination of cheap paper and bleeding ink didn't blur the brilliance of the essays and editorials. Faculty rejoiced; at last they had their own forum and a voice loud enough to be heard throughout the state.

The 1960s: A Decade of Growth and Advocacy

During the 1960s, CJCFA pursued its dream of a college system that was independent of K-12 and had its own set of professional qualifications and standards. Success was surprisingly swift. In 1960 the state

See History, page 29

The First California Community College

Chaffey Began as USC Ag College

by Mike Eskew, Chaffey College

Don't let this out, but Chaffey College began as a private college. In 1883, George and William Chaffey (pronounced CHAY-fee) established the Ontario, Calif. model agricultural colony, which included the city of Ontario. They recognized immediately the need for a first-rate educational system to attract quality people to the valley. So they donated 360 acres of land and provided an endowment from the sale of that land to establish and perpetuate an institute of higher learning to be called Chaffey College.

It was officially known as The Chaffey College of Agriculture of the University of Southern California. On March 17, 1883, the cornerstone of the college was laid at Fourth and Euclid in Ontario. By 1885 Chaffey produced its first two-year college graduates. By 1890 the college had 7 instructors and 100 students.

College tuition was $20 per semester or $33 for one year if paid in advance. Tuition covered only a third of operating costs; USC provided the rest. Students had to attend a weekly chapel service. The boys sat on one side, the girls on the other side, and the faculty always sat between. Of course, a couple could sit together in the center with the faculty if they got prior permission.

Chaffey College's entire 1885-86 class.

Chaffey College also had a football team. In 1893 the Chaffey College football team (then 16 players strong) played its mentor, the mighty USC Trojans. To the honor and everlasting glory of community colleges everywhere, Chaffey College won. Later that same season Chaffey played Stanford University but lost 60-0.

The Newest California Community College

Copper Mt. College Serves Morongo Basin

by Cathy Jorgensen Itnyre, Copper Mt. College

The new Copper Mountain Community College District, adjacent to the Joshua Tree National Park, would do well to take the Greek figure Sisyphus as its symbol for several reasons.

First, the breathtaking rock vistas surrounding the college look like the kind of setting Sisyphus would have worked out in: plenty of large rocks, plenty of steep mountains.

Second, Sisyphus exemplifies arduous work, a theme that resonates with the new 1,300-student, 23 full-time and 100 adjunct-faculty college.

Finally, the rural desert area where Copper Mountain College is situated is home to a surprising number of literati and artists, people who appreciate comparisons with existential heroes.

Here the similarities end, for although Sisyphus will labor eternally, CMC's efforts to achieve separate district status were realized in July 1999, when the California Community Colleges Board of Governors authorized the district's creation.

When I began teaching at Copper Mountain Campus in 1988, the dream of becoming our own college was quickening. Just seven years before, a group of Morongo Basin Rotary Club members decided to build a campus of the mother institution, College of the Desert, with funds raised by community volunteers. Since 1967 the high desert center had rented classroom space at various locations throughout the Morongo Basin to accommodate local students. Desert matriarchs Kay Vilott and Ada Hatch kicked off the fund raising with a quilt raffle in 1981, and supporters raised enough money to initiate the building project by 1982.

The new campus quickly attracted a host of first-generation college students, including a large population of Marines and their dependents stationed at the Marine Corps Air Ground Combat Center in Twentynine Palms. Community leaders began to suggest pursuing independence from College of the Desert as a natural next step. When state Sen. Jim Brulte (R-Rancho Cucamonga) learned of Copper Mountain College's desire to achieve college status, he introduced legislation that created the Copper Mountain College Community College District. By a 90 percent vote in November 1999, Morongo

See Copper Mt., page 31

Since the area originally had no high school, the college also acted as a prep school beginning from the 9th grade. As the area grew, the high school expanded way beyond the college's size in the same location.

For two decades Chaffey College operated as the agricultural branch of USC, but in 1901 USC ended its official commitment to Chaffey and closed its programs there. The college class offerings continued under the high school district, and the trust was divided between USC and the district with an educational endowment for students.

"Born again" in 1916 because of statewide reorganization, the the high school's college branch was now officially a public school called The Junior College of Chaffey Union High School District. It was soon renamed the Chaffey Junior College of Agriculture.

In 1920 the college experienced a large increase of students because of the veterans returning from World War I who needed rehabilitation and retraining. With the veterans came federal money. Average daily attendance jumped to an amazing 179—those must have been heady days at Chaffey College. Even a full-time pomologist was hired to manage the Deciduous Fruit Experiment Station and to teach agricultural inspectors.

In 1921 Chaffey was chosen to host the USC Summer Session for Agriculture because of its high esteem among agricultural instructors statewide. The agriculture department was most widely known for its development of fruit capable of withstanding the summers of southern California. The Babcock peach was developed at Chaffey College.

Courses offered that year included citriculture, bee husbandry, pomology, dairy sanitation, animal husbandry, farm management, economic botany, plant pathology, poultry husbandry, and soilminology. One course, "Applications of English to Farm Life," included literature, composition and oral expression.

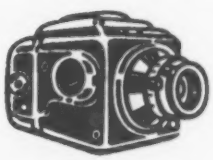
The 1931 Long Beach earthquake severely damaged Chaffey buildings. The federal government funded their reconstruction, and at this time Chaffey College facilities were constructed alongside the high school.

The campus with its aeronautics program (for crop dusting) that started after World War I was taken over by the US Army in 1941 to train aviators. College classes again were diverted into high school classrooms for the duration of the war. By war's end Chaffey regained its school buildings and dropped the name "Junior" from its title. It was then officially called Chaffey College—again.

In 1960 an entirely new campus was constructed at the base of the mountains north of Ontario. The agricultural department did not make the relocation up the hill—a victim of urbanization. But aeronautics did make it.

Today the endowment has been used up and the school of agriculture is gone, but Chaffey, in memory of its history, keeps its 200-acre campus in park-like beauty. Tuition hasn't gone up much, but the school has 190 full-time faculty and 16,729 students and is growing at 1,000 students a year in programs that not even a first-rate pomologist from the 1920s would recognize.

Mike Eskew, a FACCC member since 1980, is professor of Journalism and English at Chaffey College in Rancho Cucamonga.



Favorite FACCC Memories

Darwin Thorpe, president 1977-78

I joined the California Junior College Faculty Association (now FACCC) soon after beginning teaching at Compton College in 1963. The organization was blazing with activity in those days, and in a short time I was chairing the FACCC Professional Interest Committee in which the discussions of a statewide Academic Senate and recognition of community college professors as equal to those of the UC and CSUC systems took place. I was fortunate to be mentored by some of the best minds of the community college system, and one, FACCC's Legal Director, William Smith, became the first Chief Counsel for the Public Employee Relations Board!

I became President in the spring of 1977 to the harangue of America's 20 percent functionally-illiterate adults; students who weren't prepared for work; and the popular belief that, "With the statewide Academic Senate and recently passed collective bargaining, we didn't need FACCC anymore." We spent the 1977-78 academic year successfully explaining to the sometimes waring factions of CTA, CFT, the Academic Senate, and others, that we desperately needed a place, a pow wow, a council, where professionals could lay down their organizational flags and discuss issues of education maybe not on the immediate radar screen of their professional interests. That year we also initiated the Fund for Instructional Improvement, defended most of the 50 Percent Law, and, oh yes, maintained the presence of FACCC.

FACCC, like other American institutions, is a work in progress. And never has the need for a place for the professional stakeholders of the community colleges to come together to share visions, create consenses, and gain advocacy power been greater.

History *continued from page 26*

Department of Education not only agreed to design a junior college credential, it recognized the authority of the faculty association by asking it to send six representatives to the drafting conference. The following year, President Richard Miller interrupted proceedings at the faculty association's state conference to read a telegram announcing that Assemblyman Nicholas Petris had just introduced into the Legislature the faculty association-sponsored bill to sever California Community Colleges from K-12.

Realizing that its political strength was growing, the association hired William P. Smith as part-time director of governmental relations. An organizer, lobbyist and astute strategist, Smith was the brain and brawn behind a series of legislative achievements we take for granted today, including:

- Support for the "50 percent law," which mandates that at least 50 percent of educational revenues be spent on instruction. The goal was to force reductions in class size and lower administrator/faculty ratios.
- Support for the Winton Act, which provides that faculty have a right to "meet and confer" with board representatives concerning salary and working conditions, among others. The act's timid provisions, designed to compel boards to recognize that faculty had a right to represent itself and boards had a duty to listen, represented the first baby steps toward collective bargaining.
- Creation of the Junior College Division in the Ed Code, one of the faculty association's first goals, which formalized separation from K-12 and set standards and qualifications.
- Formation of the state California Community College Board of Governors in Sacramento. Opposed by trustees and administrators who felt their power would be weakened, this faculty association-sponsored proposal won the approval of state financial analyst Alan Post who convinced legislators that the CCC system indeed needed someone besides the state Department of Education to look after the growing system's interests.

But by far the most triumphant achievement of the decade was the faculty association's role in the creation of academic senates. Through sponsorship and aggressive support for ACR 48, academic senates were born in 1964. The bill reads: "Resolved by the Assembly of the state of California, the Senate thereof concurring, that the State Board of Education is hereby requested to provide for the establishment at each junior college of an academic senate or council where the faculty members shall be freely selected by their colleagues for the purpose of representing them in the formation of policy on academic and professional matters." Thus began the quest for academic empowerment.

In 1968 the faculty association gave seed money so that Norbert Bischof of Merritt College and Ted Staniford of Chabot College could rent rooms for the first "Conference of Academic Senates." Later, the faculty association successfully lobbied the CCC Board of Governors to permit the academic senates to collect dues and conference fees to support activities. In 1980 the faculty association persuaded the Legislature to provide annual funding for a budget that today hovers around $500,000.

With gold-medal wins in the Legislature and a young state CCC Board of Governors flexing its authority, faculty association leaders knew they had to move to Sacramento. Making the effort easier, Carmen Goad from Laney College had conducted an immensely successful membership drive among northern colleges. In 1969, with a membership base of 3,500 spread north and south, and a formidable reputation as a liberal force in CCC politics, CJCFA packed up its files, changed is name to the Faculty Association of California Community Colleges and moved to Sacramento.

The 1970s: Collective Bargaining & Prop 13

The 1970s were a period of immense turmoil for FACCC, largely because of its success in creating academic senates (1964) and valiant support for Senate Bill 160 (1975) which authorized collective bargaining in K-12 and community colleges. FACCC from the beginning supported collective bargaining and binding arbitration because of the unwillingness of local boards to respect the Winton Act or share minimal power, but it was concerned that unions might undermine the power of the senates. Thanks to John McFarland's ad hoc committee on collective bargaining, the issue was resolved when FACCC's Bill Smith wrote language in SB 160 that protected senate authority; Gov. Jerry Brown signed the bill Sept. 22, 1975.

If the senates decided academic issues, and unions presided over the terms and conditions of employment, what was FACCC's proper role? Some argued FACCC should remain independent, others that it should affiliate with a collective bargaining organization like American Federation of Teachers or California Teachers Association, or even AFSCME (professional state and government employees) which granted the most autonomy to affiliates. A proposal to join with AFSCME, however, was defeated 894 to 710 in a special FACCC statewide secret ballot. A second attempt to merge with labor, this time with AFT-California Federation of Teachers, was rejected with derision by president-elect Don McHugh of Sacramento

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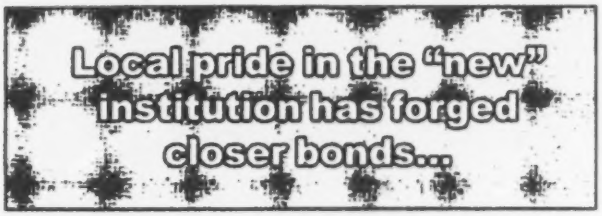
Copper Mt. *continued from page27*

Basin residents endorsed their new college. After the CCC Board of Governors' favorable vote in July 1999, College of the Desert assisted Copper Mountain Colleg by providing an accreditation umbrella that expires in June 2002 or until Copper Mountain achieves its own accreditation.

Traditionally, Copper Mountain has prepared area residents for transfer to private and state universities and colleges, and provides vocational training in automotive technology, fire science, nursing, early childhood education certification, and computer technology. Post-separation, the major difference is that local conditions can now guide the college's future in a more



meaningful way. Local pride in the "new" institution has forged closer bonds between the college and the business, education, and military sectors. Our students' academic calendar can now be set so that it reflects that of the local Morongo Unified School District.

As a faculty member, I have personally experienced the heady responsibility of performing the kind of academic work that was done formerly by our colleagues in Palm Desert. In the past year, Copper Mountain College faculty members have established an academic senate; worked on curriculum development, program review, and class schedules; served on important administrative, faculty, and staff hiring committees; and helped with the accreditation self-study—all activities we *could* have joined in as part of College of the Desert, but rarely did because of the geographic distance.

My colleagues and I are much busier as employees of Copper Mountain than we were when employed by College of the Desert. Building an effective academic culture, even from a previously existing one, is not an easy task.

It was a source of great pride that attendance at the first graduation at Copper Mountain College in May 2000 was up 50 percent over previous years. The college's first commencement speaker, Huell Howser of PBS's "California's Gold" series, enthusiastically complimented the community that tapped into its own version of that precious commodity.

Cathy Jorgensen Itnyre is a professor of History and Philosophy and is accreditation liaison officer at Copper Mountain College in Joshua Tree.

CCC History *continued from previous page*

City College, who wrote: "We are told that we must panic because CB [collective bargaining] is upon us and only by joining a 'BIG' organization which has experience, know-how and clout will we be saved. Well, AFT on the CCC level is hardly big. They have fewer members than FACCC, and half are in Los Angeles. They have never operated under SB 160, hence have no more experience than we do."

FACCC's identity crisis continued through the mid-1970s, occasioning resignations and fiery ultimatums. Membership shrank to 1,500 as faculty opted to join senates and unions. But the passage of Prop 13 in 1978 restored the relevancy of FACCC. By dramatically shifting CCC funding, and hence power from local districts to the state level, FACCC, the preeminent faculty advocacy organization with a hall-of-fame record of achievements, was poised to become an umbrella organization that served the overarching interests of all CCC faculty organizations.

The 1980s: AB 1725 and Faculty Empowerment

Spawned by irate taxpayers, Proposition 13 shifted the CCC funding base from local property taxes to Sacramento, and gone was the era of golden budgets and local control that allowed the CCC to do anything their communities would tolerate.

For the first time, the CCC curriculum came under intense, skeptical, statewide scrutiny. Popular courses like "Macramé" and "Getting Inside Your Pet's Head;" demand for recreational physical education courses like jogging; and adult education credit programs of questionable substance drew withering criticism from legislators who balked at paying for the expanding programs and swelling enrollments and questioned the CCC purpose and mission. In 1982 the community colleges were forced to prune $30 million worth of "avocational, recreational, and personal development courses" from community college course offerings. In a remarkable 1983 power play, Gov. George Deukmejian gouged $100 million out of the CCC budget and kept it hostage until leaders agreed to impose tuition beginning fall 1984. He claimed that fees would make students more responsible and reduce the "revolving door" of no-shows and dropouts.

It was FACCC Executive Director Patrick McCallum, then only 27 years old, who designed the tuition compromise known as Senate Bill 1204 ($5 per semester unit/$100 max per year, but with fee waivers offered to financially needy students), and was singled out for praise in the Legislature. FACCC from then on participated in annual budget and fee battles, and despite enormous opposition from administrative groups, successfully

added a faculty member to the California Community Colleges Board of Governors. As FACCC's reputation for legislative clout grew, so did its membership. Respected officers like Bill Harlan of Diablo Valley College and Larry Toy of Chabot College signed up hundreds of new members. By 1987 FACCC boasted more than 4,000 full-time faculty.

Reformers also took aim at CCC faculty. Evaluation was spotty and ineffective, tenure certain and swift, and for purely economic reasons, part-timers gradually displaced full-timers to the point where the youngest members of many divisions were in their 40s and 50s. One 1985 study predicted that if the core of full-time faculty was not renewed, by 1994 40 percent of all instructors would be in their 60s.

Fifty-nine pages long, AB 1725 did not simply reform; it revolutionized the 106 colleges in the system.

Reformers also believed academic senates needed strengthening so they could compete with unions and management and assure sound educational policy.

Local districts, only tenuously controlled by the state Chancellor's Office, routinely ignored state mandates, and some even spun out of financial control, accelerating demands for greater accountability and centralized state control.

At the same time, in the early 1980s, reports of the demographic revolution that would thrust minorities into majority by 2000 were surfacing. The Stindt study in 1985 revealed that even though 34 percent of CCC students were minorities, 85 percent of CCC instructors were "Caucasian."

These conditions and their trend lines alarmed both educators and politicians. In 1984, a Citizens Commission for Review of the Master Plan for Higher Education was formed. Its first legislatively-mandated task was to study the out-of-control community college system, a process that took two years, involved the testimony of hundreds, and produced reams of recommendations.

Conservatives wanted to establish rigorous admission standards, replace local boards with regional ones, have the state chancellor appoint local college chief executive officers, and shift English-as-a-Second Language and most remediation to adult education. FACCC leaders were present at every session and insisted on open access, keeping basic skills and ESL on site, and rebuilding the core of full-time faculty with special attention to affirmative action. FACCC had earlier successfully sponsored several bills to limit overuse of part-time faculty.

In March 1986 the citizens commission produced a document entitled, the "Challenge of Change," and in December, on FACCC's recommendation, two special task forces were formed, one dealing with personnel issues, the other with finance—the charge, to design changes reflecting the recommendations of the commission. Working closely with a legislative joint committee chaired by Assemblyman John

Vasconcellos, these task forces, composed of representatives of all CCC segments and co-chaired by FACCC officers, packaged dozens of complex reforms into an omnibus bill that became known as Assembly Bill 1725.

FACCC's Larry Toy designed the new financial structure called program-based funding that provided incentives for hiring full-time faculty. FACCC President Cy Gulassa presided over personnel reforms that led to shared governance, faculty empowerment, end to tenure for managers, and for the first time in the history of CCC, $5 million for faculty development, an amount that has been allocated annually ever since. To the surprise of skeptics who predicted AB 1725 would never pass because of its multimillion dollar increase in the CCC budget and its revolutionary provisions, Dukemejian signed the measure into law on Sept. 19, 1988.

Fifty-nine pages long, AB 1725 did not simply reform, it revolutionized the 106 colleges in the system. Among many other changes, it:

- Created a state CCC system and delineated the functions of both the state and local boards;
- Defined transfer and vocational education as the primary mission, remediation as an essential function, and community services as an authorized function;
- Promoted access and success through matriculation and basic skills programs;
- Required peer evaluation of all faculty on a regular basis;
- Abolished tenure for administrators because its primary purpose is to protect academic freedom, not jobs;
- Abolished faculty credentials because they were too general and permissive, often allowing instructors to teach with minimal training or outside their field of expertise;
- Ordered the state Academic Senate for California Community Colleges to establish minimum academic qualifications for all disciplines;
- Increased tenure probation from two to four years, thereby eliminating what had become automatic tenure.
- Mandated the development of local hiring criteria sensitive to student diversity;

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- Established one of the most powerful affirmative action programs in the nation along with a special diversity fund with the statewide goal that by 2005 faculty will mirror the proportion of the adult population;
- Defined orderly procedures for layoffs, including faculty service areas (FSAs) and competency criteria;
- Devised powerful financial incentives for hiring new faculty and restricted the use of part-timers with the overall goal that 75 percent of all credit instruction should be taught by full-time instructors;
- Created a faculty and staff development fund that annually has provided $5 million for training, innovation, and professional travel;
- Abandoned average daily attendance (ADA) as a funding base and substituted a "program improvement" mechanism that served as a transition to program-based funding.

AB 1725 professionalized CCC faculty; it provided them funds to keep skills honed and the legal clout to serve as a check on autocratic administrations, thereby achieving a balance of power. It did so by declaring that districts derive their authority from two distinct sources—trustees and faculty:

The governing board of a community college district derives its authority from statute and from its status as the entity holding the institution in trust for the benefit of the public. Faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professionals.

Based on the premise of dual authority, AB 1725 distributed power widely among all CCC employees, but particularly academic senates. It ordered the state CCC Board of Governors to write minimum standards governing local districts that ensure "faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards."

Heeding the mandate, the state CCC Board of Governors approved regulations in Title 5 that require all local college boards to "consult collegially" with academic senates, which means boards must "rely primarily upon the advice and judgment of the academic senate" or absent that, be obliged to reach mutual agreement by written resolutions or policies. It also defines "academic and professional matters" as consisting of 11 distinct areas, from designing the curriculum to creating processes for program review and budget development. In other words, while AB 1725 introduced the concept of "shared governance," it is actually Title 5 that defines the scope and nature of senate power.

AB 1725 streamlined the CCC system, strengthened accountability, and provided financial incentives for hiring thousands of new faculty who reflect the diversity of the student body. Overall, it gives faculty the status and legal power to ensure that the colleges always stay focused on academic excellence and student success. FACCC is proud of its role in designing and implementing these historic reforms.

The 90s: History In The Making

Perhaps because the approach of a new millennium inspires prophecy, the California Community Colleges today have an abundance of self-appointed seers who at every state conference announce the sighting of another new paradigm shift approaching campus earth, loaded with digital tools and conceptual weapons that will liberate students from the classroom and save teaching from itself.

Faculty should beware such proclamations. AB 1725 brought to closure many of the issues fermenting for the previous 30 years, and FACCC during the early 1990s focused on interpreting and implementing the new law. But predictions that the reforms would resolve all problems and usher in an era of peace and stability were off the mark. Financing is still a serious problem.

FACCC became an articulate, lead fighter for a fair community college share of the Proposition 98 funding split with K-12, and continues to represent the CCC on this issue during annual legislative budget talks. Many managers still bitterly resent their loss of tenure and resist faculty empowerment, causing a tectonic clash of wills. At latest count, faculty in more than a dozen districts have hung the albatross of "no confidence" around the necks of its presidents.

History crystallizes time, sealing highly volatile events in amber and revealing new patterns invisible to analysts of the here and now. In other words, while we can interpret previous decades with a degree of confidence, the 1990s still swarm with issues that intersect and collide, creating changes too raw to label with precision. In addition to governance, the list is staggering: • affirmative action • immigration • the new majority • remediation • basic skills • technology • distance learning • teaching vs. learning • virtual classroom • virtual university • welfare reform • CalSTRS (retirement benefits) reform • Prop 98 split • full- to part-time faculty ratios • part-time faculty equity • American Federation of Teachers/California Teachers Association union merger • gubernatorial elections • reapportionment • and a yearly spate of very conservative state propositions.

One thing is certain. FACCC leadership may change from one decade to the next, but it has not forgotten the legacy of its founding members: "demand a dynamic role in all decisions that affect the teaching profession."

Whatever the future, FACCC, its faculty leaders, and its cadre of professional lobbyists and support staff will be at the heart of these events, pursuing strategies that promote the

integrity of programs, enhance student learning and serve the best interests of the entire faculty family.

Cy Gulassa is a former English instructor at DeAnza College and 15-year president of the Faculty Association of Foothill-DeAnza. He retired in 1997 and resides in Oakland where he works as a news editor, freelance writer and consultant on union issues. E-mail: gulassa@ix.netcom.com.

Faculty members who wish to contribute their perspective or observations to a comprehensive FACCC history should contact communications director Katherine Martinez at (916) 447-8555, k7martinez@aol.com *or* faccc@aol.com.

Former FACCC Presidents

Presley Dawson, Long Beach (1959-1960)
Richard Miller, San Diego City (60-61)
John Palmer, Cerritos (61-62)
Arthur Marshburn, Santa Monica (62-63)
Don Spagnoli, Glendale (63-64)
Carmen Goad, Laney (64-65)
Charles Newman, San Diego Mesa (65-66)
Charles Cunningham, Long Beach (66-67) (co-president)
Don Fitzgerald, Long Beach (66-67) (co-president)
Martin Dreyfuss, San Jose (67-68)
Louis Reiss, Pasadena (68-69)
Norbert Bischof, Merritt (69-70)
Lloyd DeGarmo, Compton (70-71)
Don Blankenship, West Valley (72-73)
Harris Shaw, San Jose (73-74)
V. Dean Close, Bakersfield (74-75)
John McFarland, Sierra (75-76)
Donald McHugh, Sacramento City (76-77)
Darwin Thorpe, Compton (77-78)
Jerry Crandall, West Valley (78-79)
Tony Gilleran, Santa Barbara (79-80)
Dave Blasdell, Fullerton (80-81)
Terry Marre, Santa Monica (81-82)
William Harlan, Diablo Valley (82-83)
Evanne Jardine, Santa Barbara (83-84)
Cyril Gulassa, Foothill (85-86, 86-87)
Larry Toy, Chabot (87-88, 88-89)
Ted Hamilton, Modesto (89-90)
Dolores Delgado Campbell, American River (90-91)
Erna Noble, Chaffey (91-92)
Leon Baradat, MiraCosta (92-93)
Jane Hallinger, Pasadena (93-94, 94-95, 95-96)
Leslie Smith, San Francisco (96-97, 97-98)
Evelyn "Sam" Weiss, Golden West (98-99)

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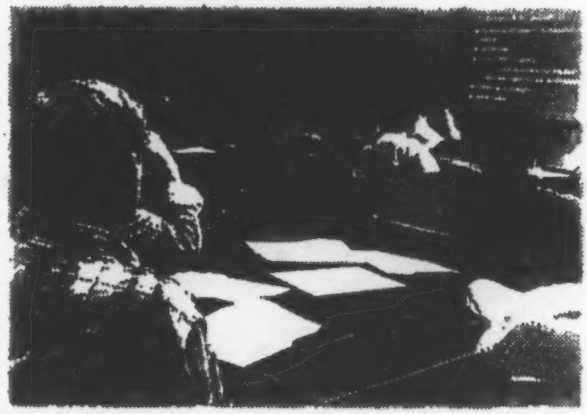

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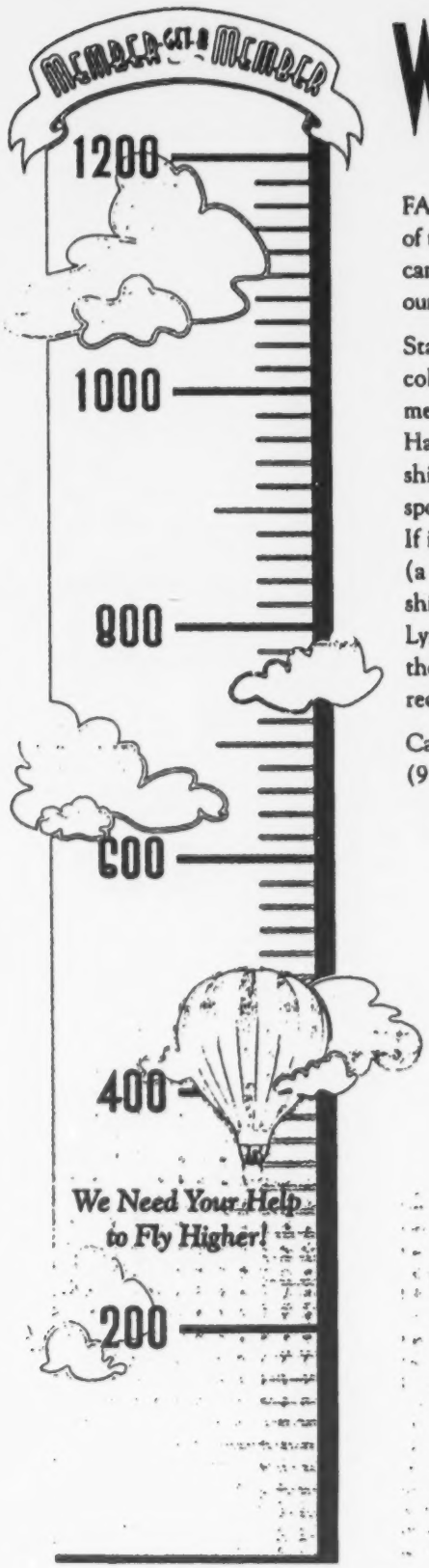

WE NEED YOUR HELP!

FACCC is rising to the fourth year of the Member-Get-A-Member campaign. As a team, we can reach our goal of 1,200 new members.

Start your ascent by telling a colleague why you're a FACCC member and asking them to join. Have them complete the membership card, write your name in the sponsor box and mail it to FACCC. If it won't rise, request more fuel (a list of nonmembers and membership cards) or call the ground crew. Lyndon Marie Thomson will walk the campus with you to recruit new members.

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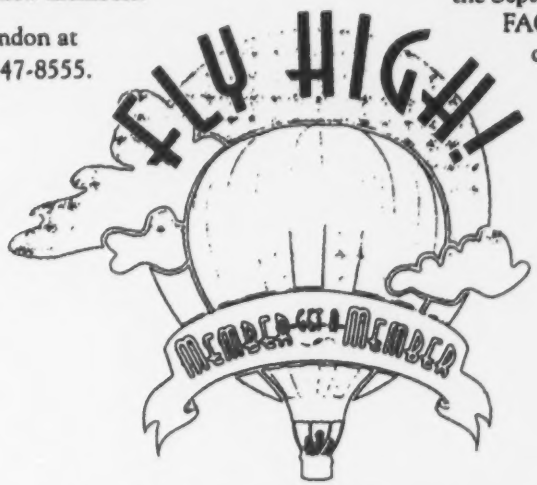

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Welcome These New FACCC Members

The following new FACCC members joined between July 31 and Nov. 15. Please welcome them to the FACCC family.

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Greg Baxley
Kimberly Chin
Arbert Deseron
Bill Demkey
Alice Desilagus
Nancy Guidry
John Hill
Ronald Kean
Nancy Magner
Richard Marquez
Thomas Mich
Barstow College
Jeffrey Holmes
Butte College
Claire Dalton
Silvia Milosevich
Cabrillo College
Claudia Close
Cerritos College
Wayne Johnson
Robert Kreger
Ilva Mariani
Pilar Mata
Bernard Negrete
Sally Sestini
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Penelope Le Pome
Chabot College
Gerald Shimada
Citrus College
Roberta Eisel
William Hoehne
College of Alameda
Jonathan Harvey
Gary Perkins
College of Marin
James Smith, Jr.
College of San Mateo
Joan Hare
Mary Valenti
College of the Redwoods
William Crowe
Judith Detrick
Kevin Yokoyama
College of the Siskiyous
Sunny Greene
Patricia Reis
Compton College
Yanni Zack
Contra Costa College
Susan Schall
Copper Mountain College
Geoffrey Reed
Cosumnes River College
Tammy Boeck
Wendell Fishman
Paul Fitzjarrald
Lesley Gale
Ann Germain
Howard Lewis, Jr.
Lap Ly
Ray Mapeso
Rennee Moore
Yen Nguyen
Janey Nye
JoAnna Prado
Rick Reese
Margaret Woodcock
Rick Woodmansee
Crafton Hills College
Frances White
Cuesta College
Allan Marshall
Cuyamaca College
Chris Branton
Arthur Chandler
Tandy Ward
De Anza College
Susanne Carson
Lena Chang
Anu Chitgopekar
Marek Cichanski
Juanita Cordero
Mayra Cruz
Purba Fernandez
Kathy Flores
Lydia Hearn
Catherine Hrycyk
Ernest Johnson
Paul Klingman
Christopher Kwak
Cynthia Lee-Parks
Vladimir Logvinenko
Elizabeth McPartlan
Mike Mitchell
Elise Moss
Jennifer Myhre
Jennifer Purvis-Aldrich
Julie Sartwell
Kenneth Weisner
Susan Yoes
Diablo Valley College
Robert Burns
Alayne Cramer
Cheryl Martucci
Sylvia McCloud
Karl McDade
Robert Montgomery
Mohammed Panahandeh
Debra Phelps
Binita Sinha
Joseph Smigelski
Lisa Smiley-Ratchford
Obed Vazquez
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Bhaskara Reddy
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Brigette Thompson
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Evergreen Valley College
Keith Aytch
Joan Rogers
Feather River College
Rick Stock
Foothill College
Jose Arenas
Anne Argyriou
Lesley Dauer
Cathy Denver
Karen Erickson
Mary Hawkins
Marc Knobel
Phuong Lam
Karen Lenkeit
Lydia Oey
Lauren Popeil
Stephanie Pucci
David Sauter
Loretta Silverman
Shawn Townes
Linda Ullah
Fresno City College
Paula Demanett
Elizabeth Williams
Fullerton College
Richard McMillan
Glendale Community College
Roger Dickes
Myron Faverman
Marie Gale
Laurence Hitterdale
Isabelle Saber
Ramchandran Sethuraman
Golden West College
Theresa Fernald
Grossmont College
Thomas Bell
Ross Cohen
Dean Colli
Virginia Dudley
Leon Ennis
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Kenneth Lanzer
Hector Plotquin
Evangelina Ruiz
Bernadette Tchen
La Monte Westmoreland
Los Angeles Harbor College
Sally Gogin
Araseli Hernandez
George Madrid
Evelyn Portis
Faye White
Los Angeles Mission College
Mark Pracher
Los Angeles Pierce College
Mylo Egipciaco
Los Angeles Southwest College
LaTanya Atkins
Celestine Tillman
Los Angeles Trade-Tech College
Karen Hunt
Freddie McClain
Alicia Rodriquez-Estrada
Los Angeles Valley College
Anatolly Nikolaychuk
Mendocino College
Lawrence Prud'homme
Merced College
Amir Falahi
David Olsen
Lenice Wilson
Merritt College
Cy Bracy
Barbara Dimopoulos
Ann Elliott
Henry Fabian
Ronald Felzer
Teresa Williams
Mira Costa College
Eric Bishop
Keith Dunbar
Victoria Lugo
Donald Megill
Dana Rutten
John Thornford
Mission College
Alexander Braun
Scott Brunson
Scott Buss
Raymond Charland
Cheryl Mosley
Modesto Junior College
Alida Garcia
Judy Thorkelson
Shelly Watkins
Mt. San Antonio College
Tula Deneas
Michael Sullivan
Martha Villegas
Mt. San Jacinto College
Bertha Barraza
Napa Valley College
Joe Sjolund
Ohlone College
Paul Belasky
Kenneth Mencher
Yvette Niccolls
Caron Qualls
Heidi Story
Orange Coast College
Edward Fratantaro
Margaret Langhans
Oxnard College
Graciela Casillas-Boggs
Gloria Lopez
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George Gastil
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Gloria Barcojo
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Edward Hamilton
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Michael Chitgar
Marsha Cooper
Niko Culevski
Bonnie Deckel
William Elliott
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Donna Fontana
Douglas Forsyth
Sherry Gould
Alicia Lecklitter
Bradley Lemonds
Marie Lewis
Michele Mednick
Medgar Parrish
Juan Quevado
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Pam Schuetz
Elisha Shapiro
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Janice Yudell
Santa Rosa Junior College
Paula Burks
Dianne Davis
Micca Gray
Margaret Grayson
Kirsten Lindstrom
Debbie Tuxhorn
Santiago Canyon College
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Michael De Carbo
Marcelo Pimentel
Maureen Roe
Dean Strenger
Roberta Tragarz
Sierra College
Judith Kreft
Linda Schiffner
Johanie Terry
Skyline College
Yevgeniy Russakovskii
Tina Simms
Solano Community College
Leslie Blackie
Barry Bussewitz
James Long
Gary Magnelli
Jim Tutt
Southwestern College
Judith Bornholdt
Thomas Luibel
Jaime Salazar
Vista College
Jayne Matthews
Michael Mills
West Valley Mission College
Robert Anthony
Heidi Brueckner
James Fenton
Michael Hughmanick
Carolee Kahn
Jennifer Kerwin
Robert Lopez
Susan Smith
Life Member
Joan MacDonald

Favorite FACCC Memories

Patrick McCallum,
FACCC executive director, 1981-1998

Professional

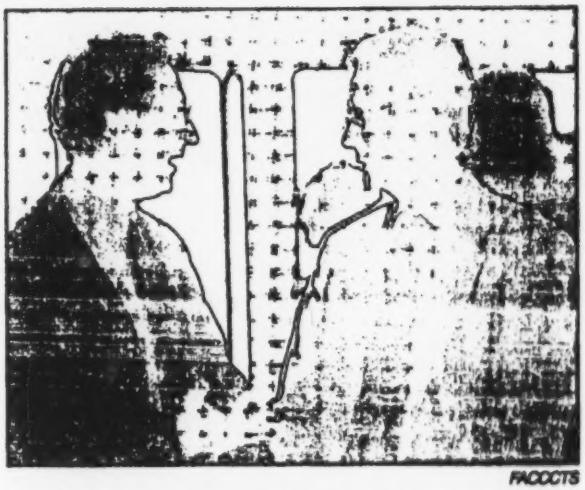
- After three years of intense and time-consuming work on FACCC-sponsored Assembly Bill 1725 of 1988, in a discussion with Peter Mehas, Gov. George Deukmejian's education secretary, he said if we bring down the cost of the bill from the $80 million to $12 million, the governor would sign the bill. We did, and added $140 million more in contingency factors that were later funded in future budgets. AB 1725 at the time was the most significant piece of legislative reform for community colleges in the country and added prestige, millions of dollars, the most powerful faculty in the country.

- The signing of FACCC-sponsored Senate Bill 1204 in 1983 added the first community college faculty member on the California Community Colleges Board of Governors was signed by Deukmejian despite the opposition from the administrators, CCC board and even California Teachers Association. This bill put FACCC on the map as a political power house to be reckoned with.

- The meeting that Jennifer Morrill of CalSTRS and I had with Craig Brown, Gov. Pete Wilson's director of finance, in which Craig told us he would recommend support of the 1998 CalSTRS retirement improvement package.

- The negotiations with then-Speaker of the Assembly Willie Brown, John Vasconcellos and K-12 leaders when we received the 11 percent share of the Proposition 98 split with K-12. CTA government relations director Alice Huffman told me she was never more shocked at FACCC's victory on this issue. CTA had opposed the 11 percent share for community colleges.

- Seventeen years of work for part-time faculty members under conservative Republican administrations that were generally opposed to anything with part-timers. Despite this opposition, FACCC sponsored the first legislative bill that required a part-time faculty salary study, recommended ratios and limits of the use of part-timers, and still requires college districts to hire more full-timers at their rate of funded growth incentives for office hours and modest CalSTRS improvements. Plus, FACCC also sponsored the bill that started the state matching program for part-time faculty health insurance, not to mention the AB 1725 [of 1988] program improvement funds that provided $75 million to hire more new full-time faculty.



FACCCTS

Patrick McCallum and Assemblyman Alan Lowenthal (D-Long Beach) chat before the Sept. 22 FACCC Education Summit.

Personal

- My friendships with hundreds of community college faculty that I developed with FACCC Board of Governors members and presidents, plus visiting more than 100 community colleges campuses.

- Speaking at Grossmont college and recruiting 80 new members.

- The first computer-generated letter mailed to all faculty members across the state after AB 1725 of 1988 was signed into law, which gave us 500 new FACCC members, to add more than 1,400 that year.

- FACCC's success after I left my position as executive director.

Sparking Enthusiasm

Jim Marteney kept faculty in stitches with his humorous keynote speech during the Friday, Sept. 22 luncheon.

Marteney, of Los Angeles Valley College and an executive board member of the California Community College's Council for Staff Development, spoke about ways to spark faculty's and students' enthusiasm in the classroom.

"Our job is one of the most difficult, challenging jobs there is," Marteney said.

It's a job in which you are continually learning how to teach.

"Some faculty believe their training is over once they have a master's," he said. "When was the last time you learned something brand new? How many of us have put ourselves in the position of being a learner?"

Marteney said to think about learning snow skiing as an adult. When he was 20 years old, he did just that, and learned that he had to check his ego at the door. He'd fall, and some 7-year-old would ski up and ask "You OK, Mister?" Finally, he was able to say to a youngster who had fallen down, "Are you OK?" Luckily the child was fine, Marteney said, because he couldn't stop to help.

Teaching Tips

Marteney's Top 10

10 Know where you're going in the lesson.

9 Be professional. Just as you would in industry, be on time and ready.

8 Create the atmosphere you want. "I have the ugliest bungalow on campus. Nobody wants it." But Marteney said he's outfitted it with a stereo system and plays music as students come into class.

7 Make it a class you'd like to attend. Sometimes while teaching, "in the back of my mind, I'm bored," he quipped.

6 Realize your students are not you. "We devoted ourselves to school. We liked learning."

5 Show your humanity. Create bonds. "I tell them stories about my family."

4 Have fun. Marteney said he was getting burned out about 10 years ago, then started going to staff development workshops. "I look forward to going now." He left as staff development officer to go back to the classroom.

3 Evaluate students fairly. "Figure out how they capture information." Try PowerPoint presentations, study group dynamics, incorporate critical thinking. "I don't give tests in class. I give 'knowledge festivals.'"

2 Help them succeed. "They have the right to succeed. I envision a class as a mountain climber and I'm a Sherpa guide. I let them know that."

1 Enthusiasm. "It's what students remember us by."

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Making Headlines

Getting Faculty Issues Into the News

Presenters: Mark Wallace, public relations director, Pasadena City College and Larry Allison, editor of the editorial pages, Long Beach *Press-Telegram*.

Faculty can help get community college faculty issues into the news by doing a few simple things: contacting their college's public information officers to promote a program, and writing letters to the editor or guest editorials in local newspapers.

Wallace was asked what happens if faculty and administrators disagree on issue that is covered by the media.

"I served at the pleasure of the board," Wallace said. However he pointed out that his job is to serve the media and make sure all stories are told. "I can tell you who the reporters are who cover the campus and their phone numbers."

Another seminar attendee asked, "Where do you draw the line as a spin doctor?" Wallace said he has an ethical, professional relationship with the media: "Spin doesn't work." If it's a matter of public record, he can comment and try to get the board of trustees and college president to have a message to relay.

In his overview of his newspaper's reach in the local community, Larry Allison said that 80 percent of *Press-Telegram* newspaper readers don't read *The Los Angeles Times*, and that the *Press-Telegram* outsells *The Los Angeles Times* two to one in the core *Press-Telegram* subscriber area.

"We care a great deal about local news," Allison said, explaining one reason for Long Beach residents' loyalty to their local newspaper.

FACCCTS

FACCC Board of Governors member Bill Hewitt of Irvine Valley College raises his hand during an informal survey at the conference workshop on media relations.

He said department editors meet every day to decide what articles will run and where. The page one "centerpiece" may not be a serious story at all, Allison said, but it has to be interesting to local readers, enough to make them say "Hey, Martha, my God, did you read this today in the *Press-Telegram*?"

Allison said he doesn't recommend that faculty try to meet with the editorial board, but rather simply call him and leave a message with ideas for an editorial. The *Press- Telegram* usually reserves formal editorial board meetings for candidates at election time.

A faculty member asked how popular the letters page is. Allison said that in a survey, the *Press-Telegram* found that after page one and local news, which are always highest, the features and editorial sections ran a very close third and fourth place in popularity among readers.

The FACCC Media Guide made its debut at this seminar. **FACCC Members: Request your free copy** by e-mailing your full name to *faccc@aol.com* or *k7martinez@aol.com* or by calling Katherine Martinez at FACCC. Please make sure FACCC has your current home mailing address. And indicate whether you'd like FACCC to bring a media relations seminar to your college.

Mark Wallace's Tips

On writing letters to the editor

- Read the local newspaper and listen to the campus radio station.
- Know the editorial stance of the newspaper you're targeting.
- Follow the guidelines.
- If many faculty members are writing on the same issue, don't write the same letter. Don't sign the same letter. Take a different issue of the topic to address.

On talking with reporters

- The first question to ask is, "What's your deadline?"
- Your article most likely will appear on the local or metro pages or in the features section. It's difficult to get placement on page one.
- Pick a spokesperson who is well-liked, articulate, a good representative for faculty and available to talk with reporters at any time.

On generating stories for your program

- Pitch stories to your college public information officer.
- Get to know the producers of local TV and radio talk shows.

McFarland Honored

The following was John F. McFarland's acceptance speech for the first John F. McFarland Award for Literary Achievement.

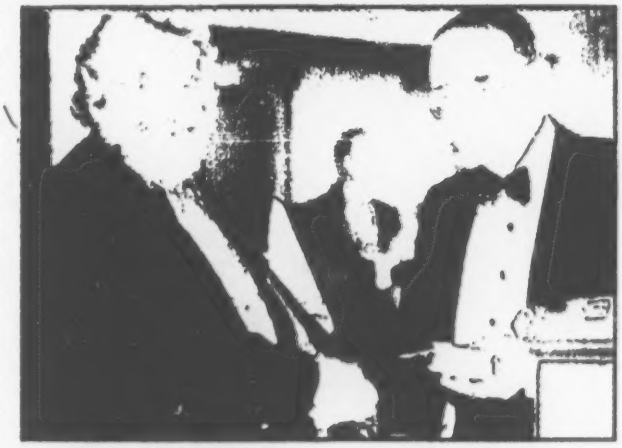
I do not practice technophilia—not even when alone. My preference is for typewriters, manual transmissions and telephones attached to walls. There is a reason for this, something that apparently only a few of us know. When low tech is used craftily, it usually beats high tech. It wasn't the people with expensive appliances that won in Vietnam.

Even my profession is low tech. It studies what no longer exists, never what does. Its only defense is that, were its findings to be applied to today's world, it would create problems that have no precedents.

All of which explains why I am favorably disposed to words on paper before images on a green screen. I began writing for the old FACCC *Bulletin* to explain why we opposed one of those tax-cut initiatives on the ballot in the early 1970s.

The majority of the 84 articles I have written since for FACCC have served similar purposes. An important function of faculty leadership is to educate its peers on the needs of our profession.

Right now I am at work on a retrospective on what we have done as a faculty to professionalize ourselves—and how we used this association and its creation of the Academic Senate for California Community Colleges, to that end. I did not come in at the beginning of this project, and I realize that I am leaving before its completion. But much has been accomplished during my professional career towards the goal of the empowerment of community college instructors.



Jean Lecuyer of Glendale College, right, presented the award.

We have won a voice in our districts, autonomy in our classrooms and control over our curriculum. Many of those in this room helped us make those gains and I feel confident from what I see locally on my campus and here in Long Beach today that cadres have formed to carry further the work of our mutual professionalization.

John McFarland of Sierra College plans to retire next year. His last regular FACCCTS *column will appear in the June 2001 issue.*

Larry Allison's Tips

On pitching guest editorial ideas

- Just pick up the phone. "I get calls all day long. Most end up in the trash, but I listen to every single one. Don't hesitate; call and leave a message."
- Feel free to call often. Call anytime you think the local paper ought to be editorializing on a subject.
- The *Press-Telegram's* "Forum" page on Sunday uses local writers as much as possible. The writer can be a reader or someone with expertise on a subject. The writer should be passionate about the subject, and address a topic that hasn't been "beaten to death." On Thursday or Friday, the *Press-Telegram* usually doesn't have a guest editorial for Sunday. The rest of the week it uses syndicated columnists.
- Don't follow a fax with a call. Editors receive too many faxes to be able to confirm that they've been received.
- An easier way to get published is to write a letter to the editor.

2000 FACCC Awards

Teresa Aldredge, Cosumnes River College
Full-Time Faculty Member of the Year

Irene Menegas, Diablo Valley College
John Vasconcellos Advocate of the Year

Sam Russo, El Camino College
Part-Time Faculty Member of the Year

FACCC Gold Star Awards

Carl Friedlander, Los Angeles City College
David Milroy, Grossmont College
Lantz Simpson, Santa Monica College

Legislator of the Year

Assemblyman Scott Wildman, D-Los Angeles

Favorite FACCC Memories

Mona Field,
1997 Local FACCC Advocate of the Year

Nearly 20 years ago, I began to teach part-time in the California Community College system.

I wanted desperately to be a full-time community college professor. As a part-timer, I began asking why our union didn't have a part-time representative. Within a short time, the Glendale College Guild created a position for a part-time rep on the executive committee. I believe Glendale was one of the first local unions to embrace part-timers in this way.

In a similar way, I felt welcomed into FACCC. I can't remember if I joined while still adjunct, but I know I joined FACCC early in my career. (I was very "lucky," I only was a freeway flyer for four years before I got my full-time position at Glendale). I joined FACCC because I got a solicitation in my mailbox. The goals and philosophy made perfect sense to me. Being a "joiner," I didn't need any personal attention, party favors or prizes. I just knew it was a worthwhile cause, so I sent my membership form.

I went to my first FACCC Conference in 1987 and remember that somehow my reputation (for being a bigmouth??) had preceded me. Patrick McCallum reached out to me and asked me to get more involved. I was amazed at how easy it was to become part of the organization. Soon after, I did run for the FACCC Board of Governors, and enjoyed my years of involvement immensely. What a terrific learning experience. I recommend that every faculty member take advantage of FACCC's offerings, both workshops and opportunities for involvement. The information FACCC provides on legislation and budget is still a tremendous resource to me, and I still find FACCC's Lobby Day materials priceless.

It seems like a long time since I was a newcomer to the community college system. As I prepare for retirement (okay, I'm not 50 yet, but I do believe in long-term planning and early retirement!), I still believe strongly in FACCC's role in our state. Unions have their critical function, the Academic Senate is essential in its role, all the administrators have their groups, trustees are organized, but FACCC is the one and only "all faculty" organization. I hope FACCC will continue to be a strong and powerful advocate for faculty concerns.

Favorite FACCC Memories

Cy Gulassa, president 1985-87

As an English instructor at DeAnza College decades ago, I was very impressed by the FACCC *Bulletin* that kept appearing in my mailbox.

Sure, I liked the crisp analysis of bills and bold advocacy. But most of all, I was struck by the brilliance of writers like John McFarland, Terry Marre and Leon Baradat. Any organization that attracted such talent had to have great potential as a force in Sacramento, especially after the advent of collective bargaining and Prop 13.

So when I dropped in on a FACCC conference in Sacramento in the late '70s, I discovered a cadre of bright leaders who knew the issues, how to work the legislature and were passionate about teaching. I soon enlisted as a FACCC activist and experienced the ongoing pleasure of collaborating with legends like Larry Toy and Patrick McCallum. Among many memorable moments, one stands out more for luck than strategy. In 1985 FACCC sponsored a bill that would provide $5 million annually for faculty and staff professional development. Frankly, the bill had no chance of being signed by arch-conservative Gov. George Deukmejian, the "Iron Duke" who forced tuition on community colleges by holding its budget hostage.

The following year I became chairman of an Assembly Bill 1725 task force on personnel issues and one of my responsibilities was to record all the amendments to AB 1725 that the group recommended. On a whim, I also included with the final amendments the entire language of FACCC's "doomed" $5 million staff development bill.

To our astonishment and jubilation, it survived committee hearings and the scrutiny of the governor's staff to become a hallowed provision of AB 1725. For the first time in California history, CCC faculty had categorical funding for professional renewal.

Since I was first attracted to FACCC because of the quality of the old *Bulletin*, I am delighted that its successor, *FACCCTS*, adheres to the same high journalistic standards, yet is much more attractive and easier to read. It's a great forum for exchanging ideas and winning converts to the cause.

WARS OF FACULTY INDEPENDENCE

The Untold Story of the Community Colleges

by John McFarland, Sierra College

It's up to you, Dear Reader, to keep from our journal's editor the intent of this column. Katherine Martinez expected the story of the Faculty Association of California Community Colleges. That, alas, is the road more traveled by [1] and, in any event, its reiteration would not reveal what Jefferson once called "the life and soul of history."

The soul of the story, though one whose importance has not saved it from neglect, is the professionalization of the community college faculty in California. Of course, it was a project in which FACCC had a hand.

Placement of teachers in the workforce has troubled our civilization for centuries. In the Middle Ages theologians routinely questioned the contracts that university "masters" signed to give lectures for fees on the grounds that it was unethical to sell knowledge. More recently, and at a different level of discourse, institutional histories of colleges in America (and most of their buildings' names) honor administrators rather than the hired help.

California added a wrinkle to this attitude by holding education itself in low esteem. Its pioneer residents, scattered

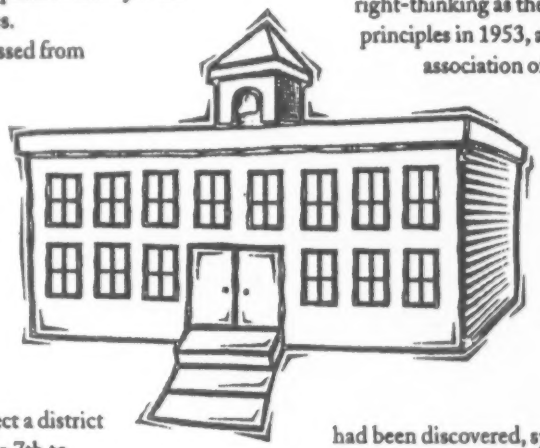
[1] Once written quite superbly by former president Cy Gulassa, whose history of FACCC is on p. 26 and at *www.faccc.org* under "About FACCC."

along a 600-mile coastal ledge, felt much more compelled to erect real estate offices than college campuses. This stood in stark contrast to the citizens in the nation's northeastern shoulder, where almost every county boasted of something that it passed off as a college, however feeble or fraudulent the claim.

Ironically, junior colleges would thrive in this dearth far more abundantly than in the land of their origins, Illinois. The movement began in outer boroughs like Fresno and Fullerton, where families lived at impossible distances from campuses.

BUT THEN THE URGENCY WAS WEAK. The early JCs were spinoffs of high school districts, after thoughts really, capable only of small-batch production. Even their names (Santa Rosa, Placer, Los Angeles) reflected the governing boards and district boundaries they shared with their creators. Into the 1960s prestige remained with the high schools and the dual boards commonly pilfered from JC tax revenues for projects in the lower grades.

Necessarily, the junior colleges dressed from the same wardrobe as the high schools. They got classrooms and teachers when available, often serving as a purgatory for burnouts or troublemakers.



State law sanctioned this exchange of peasantries from HS to JC. A teacher in the college needed no official anointment beyond the General Secondary Credential. The old "Gen Sec" authorized its holder to teach any subject a district could imagine offering, at any level from 7th to 14th grades. This sweeping certification came not from academic study but from education departments. It was awarded on successful demonstration of such skills as threading a classroom movie projection and keeping an attractive bulletin board. A favored sonority explained the hidden values: "We don't teach subjects; we teach students."

Into the 1930s the only full-time professionals hired by many JCs was their "deans," a title only later apothesized into "presidents." Unchallenged by a permanent faculty, commissioned by their boards to view instructors as an owner might view a faulty automobile, many deans became choleric martinets who ruled as often as they administered. Here, for a teaching professional, was billiards on an untrue table.

No doubt, we would prefer to read that a vigorous proto-professionalism bloomed immediately in this weedpatch. Sadly, most JC faculty remained in a stupified passivity, unwilling to launch a concerted attack on the system until it was in its fifth decade.

Then, finally, some of them did, by founding the California Junior College Faculty Council in 1953. Surely an acronym as lacking in verbal charms as CJCFA would win followers only on the merits of its ideas.

Nor was education's wisdom hierarchy charmed. Its members gathered in the old National Education Association, a bureaucratic redoubt controlled by Ed Dept professors and leading school superintendents. In teachers they saw only problems: at best, thinkers lost in clouds of erudition; more commonly, utopian whiners and insoucient children who took whole summers off; at worst, knowledge nazis who were heedless of the psychic scarring that accompanies excessive learning. Here were sheep badly in need of shepherds.

Doctrine held as inerrant among NEAers was that the interests of the churl are identical with those of the thane. Administrators must speak for the faculty, who should in turn remain in a state of dignified but servile silence. The Southern California Junior College Association, though as right-thinking as the NEA on such matters, violated these principles in 1953, and with catastropic results. This association of college administrators permitted the indulcetly named CJCFC to caucus, unsupervised, during SCJCA meetings.

The idea for this caste party came from Long Beach City College and was articulated by one Pres Dawson, who called for "a direct, uninhibited, uncensored organization to advocate the specialized case of the junior college instructor." Professionals, it had been discovered, speak for themselves

But how could the faculty preach independence, yet caucus under the wing of an organization hostile to the idea? In 1958 Dawson led his colleagues across the Red Sea to Santa Monica City College. There, in a room still unmarked for the historic event, was launched the heroic age of faculty advocacy.

IT BEGAN WITH THE unimaginative substitute of a single element in the still-unpronounceable acronym, and CJCFA[2] was born. Don Fitzgerald, also of Long Beach, can stand for the generation of amateur lobbyists that now began to invest Sacramento. The vast acreage in the back seat of his sedan was permanently filled with cardboard file boxes, an issues library for research before testimony

Not only the faculty but the JCs themselves were donning long pants. Great surges of new students, many with GI Bill chits to cash in, were flooding the shores of higher ed. For the JCs this mean that neither the high schools' older wings, nor yet their surplus teachers, could meet the demand.

The marital bond of the colleges to their old districts required the subordination of the former to the latter. What was

[2] Surely it will not take an ultra machine to decipher it.

once a necessity had become an impediment and it was the JC faculty that first saw this and filed the earliest bills of divorcement.

SOON A LEGISLATIVELY MANDATED CONFERENCE met and, under the influence of its CJCFA members, formulated the guidelines for a JC credential, one that stipulated a master's degree for those teaching an academic area. No achievement furthered the cause of faculty professionalism more than this initial step. Discipline-based knowledge replaced classroom techniques as the standard by which instructors could be hired. Into the 1960s JC instructors were chosen largely for their high school experience. By the late 1970s, only those who had taught college were hireable.

As well as defining themselves, JC faculty took a lead in defining their institutions. To this task William Smith, a Sacramento labor lawyer, supplemented faculty advocacy with professional lobbying. He helped coax the state board of education, overwhelmed with the Boomer boom, could be coaxed to release the JCs with their separate growth patterns from its grip. The colleges now stood alone in Sacramento with a board like those of University of California and the state colleges.

So, does the art of the hustle oppose the professional definition of education? Like, *hello!*

The ignition was in Sacramento but the engines remained at the local level. First, there were the wars of independence, whereby colleges pried themselves away from their parental high school districts. Then there were the policies that needed to be formulated for the JC districts, and faculty needed a voice in those politics.

Hence the importance, far greater than that of the existence of a State Board, of local faculty senates. It was this more parochial need that a Joint Legislative Resolution addressed when it proposed that JC Boards of Trustees consult senates "in the formation of policy on academic and professional matters."

Senates commonly proposed language for district policy, concentrating especially on formulating procedures for the creation of a curriculum, for hiring faculty and administration and for setting instructional, grading and graduation standards. Administrators could sing arias of tragic lament about how procedures promoted inefficiency, or took too much time, or constituted unkindly expressions of distrust. But faculty, perhaps unconsciously, had become aware of McFarland's Third Law of Academic Institutions: When management relies largely on its own brilliance for decisions affecting academic matters disaster will reliably trot behind.

So it was that CJCFA funded the first-ever state conference of local senate leaders. In large measure it was to allow senators to educate each other on tactics and policies, but it was, in utero, the Academic Senate for California Community Colleges, a body whose necessity emerged in the later 1970s, when state power began to crowd the autonomy of local districts.

The transformations of the 1970s began in seemingly small ways, with name changes. CJCFA became FACCC, a transit from cacophony to euphony, but of little other consequence. By contrast, the replacement of Junior with Community as the adjective for the colleges proved a stealth attack on the very mission of the old JCs.

Ed Dept theorists had over decades devised a bicarbonation of higher education. It was their reaction to the alarming tendency of the JCs to prepare students for degrees. This left unfulfilled vast, perhaps DeMillian hordes yearning to be infotained, yet cruelly served with academic rigor. Community colleges, the Ed Depters believed, should do everything but windows. Any course for which enrollment could be conjured was as legitimate as any other. Faculty who objected to Cooking with Jello or Hand Bell Choirs[3] were "elitist," a term that now rolled from administrative lips with astounding frequency.

HERE WAS ADAM SMITH ON SPEED. The seller would follow the buyer ... anywhere. Swill was swell as long as it sold. Districts began to appoint managers to the task of marketing. So, does the art of the hustle oppose the professional definition of education? Like, *hello!*

Two other events also defined the now-community colleges: the passage of collective bargaining in 1975 and of Proposition 13 the following year. These were tectonic measures that collectively formed a new political geography, both for the state and for the professional faculty organizations.

Collective bargaining engrossed faculty in economic matters and made securing gains in academic matters difficult at the local level.

Prop 13 provided a new focus. It was passed in part on news of a huge state surplus, which assured voters that state funds could bail local governments out. And Sacramento came through. The state revenues sent to local districts in the late 1970s make earlier bequests look like walking-around money. But in return for such massive largesse, the state billed local governments for several pounds of flesh. The most lasting legacy of Howard Jarvis was to destroy the autonomy of local governments because accompanying the new monies came new state guidelines. By 1990 more than half of the state Education Code had been written since Prop 13 passed.

[3] The titles of actual courses. Sierra College made a mint off of one on the occult.

In this ongoing blizzard of legislation the day of the well-meaning amateur was over in Sacramento. Patrick McCallum, FACCC's second lobbying whiz, concentrated the association on the need to regain state-level initiative for faculty.

The mother of all professional legislation was, ironically, an effect of the adoption of a community college ideology in a tight-money era. State legislators could not justify fiscal benevolence for colleges that now focused their attention through such gauzy lenses. The result was FACCC-sponsored Assembly Bill 1725, an omnibus reform bill that restructured the community colleges. Since market economics had discredited administrators, it was faculty, largely drawn from FACCC and Academic Senate for California Community Colleges, who had the greatest say in the redefinition of the community colleges.

AB 1725 mandated a four-year tenuring process; permitted firing without cause for the first two years of employment; established "tenure" for the community colleges, though the term exists nowhere in law for the two university systems; installed the need for peer evaluation as a basis for firing tenured instructors. Credentialling was removed from its bureaucratic home in Sacramento and entrusted to local faculties, who must abide by minimum standards set by the state Academic Senate but can in some instances exceed them.

AB 1725 also included the first legislation to address the most counter-professional development of the colleges in the post-Prop 13 world: the growing pool of adjunct staff. Part-timers are a return to the moveable chess pieces that high school teachers were in the early days of the junior colleges. AB 1725 set acceptable ratios between part- and full-time instructors, this despite some Oscar-quality testimony from administrators on the fiscal horrors that would now gape open.

AB 1725 also directs community college boards of trustees "to rely primarily upon the advice and judgement of the academic senates" in matters of curriculum and program review. It, in some ways, completes the revolution begun in the 1950s when it states: "Faculty members derive their authority from their expertise as teachers and subject-matter specialists and from their status as professionals."

Administrators get uneasy about the fact that people they pay espouse an ethical commitment to something beyond the college itself. Professional instructors understand themselves as participants in a scholarly effort that directs their primary obligation to their disciplines. For a biology instructor, for instance, this requires that a scientific explanation must be insisted upon, regardless both of competing truth systems and the political problems they raise. The beneficiaries of this, however, are the students, the real reason for making professionals of college teachers in the first place.

John F. McFarland teaches history at Sierra College in Rocklin. He is a former FACCC president and has written for FACCC publications since 1972. McFarland was a 1995 recipient of the Hayward Award for Excellence in Teaching.

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Thanks to all FACCC members who helped lobby the FACCC-sponsored and co-sponsored bills below! The latest CalSTRS retirement enhancements represent another significant breakthrough for faculty. **If you have questions about how these bills affect your retirement, please call CalSTRS at (800) 228-5453 or visit *www.calstrs.ca.gov.***

See further details and the governor's press releases on FACCC bills in the "Legislation" section of *www.faccc.org* under "FACCC-Sponsored Legislation." If you have questions about these bills, contact Government Affairs Director David Hawkins at FACCC or *advocateDH@aol.com.*

Assembly Bill 821 (Correa) CalSTRS Highest Year Comp.
Provides highest-year compensation for individuals who earn 25 or more years of service credit. This means benefits will be based on the highest year of compensation rather than on the highest (usually last) three consecutive years of compensation. (Co-Sponsor) *Status: Signed by Gov. Gray Davis*

AB 1733 (Wildman) CalSTRS Removal of Earnings Limits
Eliminates the post-retirement earnings cap for retired K-14 instructors, until Jan. 1, 2008, who have not performed any creditable service for at least one year. (Co-Sponsor)
Status: Signed by Gov. Gray Davis

AB 1773 (Romero) Faculty Intellectual Property Protections
Authorizes districts to develop policies that prohibit the unauthorized sale, transfer, distribution or publication - without prior approval of the faculty member - of an instructor's academic materials and/or classroom presentation. (Co-Sponsor) *Status: Signed by Gov. Gray Davis*

AB 1922 (Romero) CCC Faculty Diversity
Requires the community college chancellor to report faculty demographic information as part of the annual state budget hearing process, informing the Legislature of changes in the diversity makeup of faculty and the progress made in meeting district and system-wide goals. (Co-Sponsor)
Status: Vetoed by Gov. Gray Davis

AB 1933 (Strom-Martin) CalSTRS "Longevity Bonus"
Provides a "Longevity Bonus" which increases a retiree's monthly allowance in addition to the current Career Bonus. CalSTRS members who accrue at least 30 years service credit by Jan. 1, 2011 (yes, 2011) will qualify for an additional vested cash supplement as follows: 30 years of service (an additional $200/month); 31 years ($300/month); 32 years and more ($400/month). This would be payable for life as an addition to a retiree's regular monthly pension. (Co-Sponsor)
Status: Signed by Gov. Gray Davis

AB 2337 (Ducheny) PT Office Hours Fund Deficiency
Includes $2.1 million to cover the deficiency in the state part-time faculty office hours fund. This bill was amended during the last week of session from its original purpose — providing the community college system with an automatic property tax backfill. (Sponsor)

Status: Signed by Gov. Gray Davis. However, the governor's language indicated that the $2.1 million will not be available until community colleges agree to a state-to-district one-to-one match to replace the current two-to-one match.

AB 2383 (Keeley) PT Health Access and CalSTRS Study
Gives part-time faculty CalSTRS members the right to health coverage under the PERS healthcare program (PEMHCA), if approved by a local board resolution. The bill also directs CalSTRS to conduct a comprehensive study on faculty active and retiree health benefits. (Co-Sponsor)
Status: Signed by Gov. Gray Davis

AB 2434 (Wildman) Part-Time Faculty Seniority Rights
Provided community college part-time faculty teaching in excess of a 20 percent load, with satisfactory job performance reviews, the right to annual reappointment rights. The bill was held in a second hearing of the Senate Education Committee following a series of amendments. However, several committee members expressed support for working on this issue next year. (Co-Sponsor) *Status: Failed Passage, Held in Senate Education Committee*

AB 2456 (Wright) CalSTRS Retirement Option Plan
Allows retired faculty, with at least 20 years service credit, to receive a "pre-pay" lump sum payment of up to 15 percent of the total value of their monthly pensions. (Sponsor)
Status: Signed by Gov. Gray Davis

AB 2700 (Lempert) CalSTRS Supplemental Account
Allows faculty to earn a supplemental benefit for teaching summer school, overload classes, etc., otherwise known as creditable compensation. This benefit would begin July 1, 2002 only if Proposition 98 revenues for school apportionments are increased by more than 3.5 percent. Otherwise, the benefit would begin July 1, 2003. (Co-Sponsor)
Status: Signed by Gov. Gray Davis

Senate Bill 1347 (Vasconcellos) Second Student on Board
Adds a second student to the California Community College Board of Governors, chosen from a list submitted by the California Student Association of Community Colleges (CalSACC), increasing the total number of board members to 17. While the second student would serve on all board committees, he or she would not have a vote until the second year of the term. Thus, only one student at a time would have an official vote on the board. (Co-Sponsor)
Status: Signed by Gov. Gray Davis

SB 1435 (Johnston) Medicare A Coverage for Retirees
The MediCare Part A supplement (hospital coverage) will be paid for currently retired faculty who have no Part A coverage on their own. Coverage for future retirees will be contingent on an action by the CalSTRS board and local "elections" (in which individuals may choose to participate in MediCare). (Co-Sponsor). *Status: Signed by Gov. Gray Davis*

SB 1692 (Ortiz) Retroactive CalSTRS Benefits
Allows faculty who retired before 1998 to be eligible for the recently enacted CalSTRS enhancements if they return to teaching and accrue at least one year of additional service credit. (Co-Sponsor) *Status: Vetoed by Gov. Gray Davis*

FACCC—Then & Now

FACCCTOTUM

You are the voice of the professor. You are partners in ensuring that the California Community Colleges system has a unified voice when it comes before the Legislature.
—Senator Jack O'Connell (D-San Luis Obispo)

Education is the foundation for a productive, successful society and California's community colleges are a cornerstone of this foundation. The FACCC has been at the forefront, helping shape California's community college system into the success that it is today.
—Attorney General Bill Lockyer

I still believe strongly in FACCC's role in our state. ...FACCC is the one and only "all faculty" organization. I hope FACCC will continue to be a strong and powerful advocate for faculty concerns.
— Mona Field, Glendale Community College

Thank you, FACCC, for the endorsement. I was successful in my bid for the 61st Assembly District and will be in Sacramento to advocate for California's community colleges.
—Assemblywoman Gloria Negrete McLeod

Thank you all for your extraordinary efforts on behalf of Prop 39. The grassroots component that characterized this campaign was instrumental in pushing 39 over the top, and we are grateful for the role you played in that success.
—Richard Wiebe, senior vice president, Goddard Claussen Porter Novelli

We have won a voice in our districts, autonomy in our classrooms and control over our curriculum ... I feel confident from what I see... that cadres have formed to carry further the work of our mutual professionalization.
—John F. McFarland, Sierra College

Without FACCC's steadfast and committed efforts it is doubtful the STRS benefit increases would have occurred. I am proud to have been the author of FACCC-sponsored AB 2804 [of 1988] and an integral part of this great success.
—Assemblyman Mike Honda (D-San Jose)

The Icing

FACCC's two key services to members are **advocacy and information.** But did you know that FACCC offers additional member benefits such as

- ✔ (New) **Discounts with Educators Value Travel**
- ✔ (New) **FACCC Media Guide** (getting faculty news into the news)
- ✔ **Low-cost disability and life insurance**
- ✔ **Discounts on workshops & conferences**
- ✔ **FACCC e-mail discussion groups** for general community college issues, part-time faculty and new faculty
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Volume 7 Number 3 March 2001

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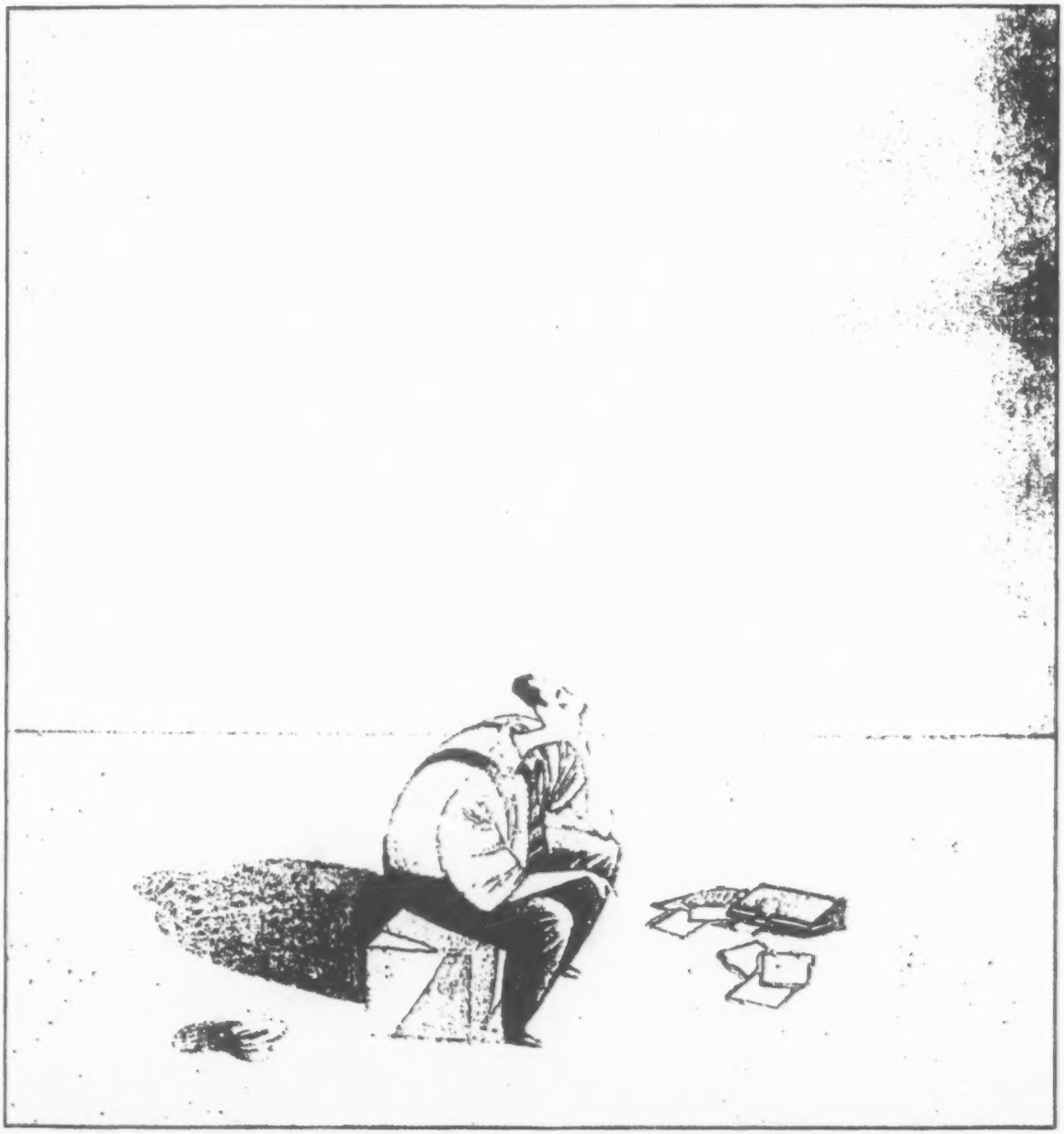

Off the Tenure Track

Also: Master Plan Review p. 6 • Grubbing the Colleges the Wrong Way p. 32

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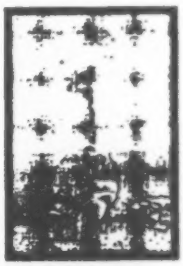

Off the Tenure Track

Page 8

The California Community Colleges continue to rely heavily on part-time faculty, most of whom don't get paid for meeting with students, preparing lessons and grading papers. No easy solutions exist. Read seven commentaries that explore the issues and detail the rewards and challenges of teaching part-time.

Grubbing the Colleges the Wrong Way

Page 32

In the 1999 book *Honored But Invisible: An Inside Look at Teaching in Community Colleges*, UC Berkeley's W. Norton Grubb and his associates charge that the nation's community colleges are unable to perform their assignments as "teaching colleges." But, John McFarland of Sierra Colleges writes, the authors would never consider offering to tidy their own disordered house.

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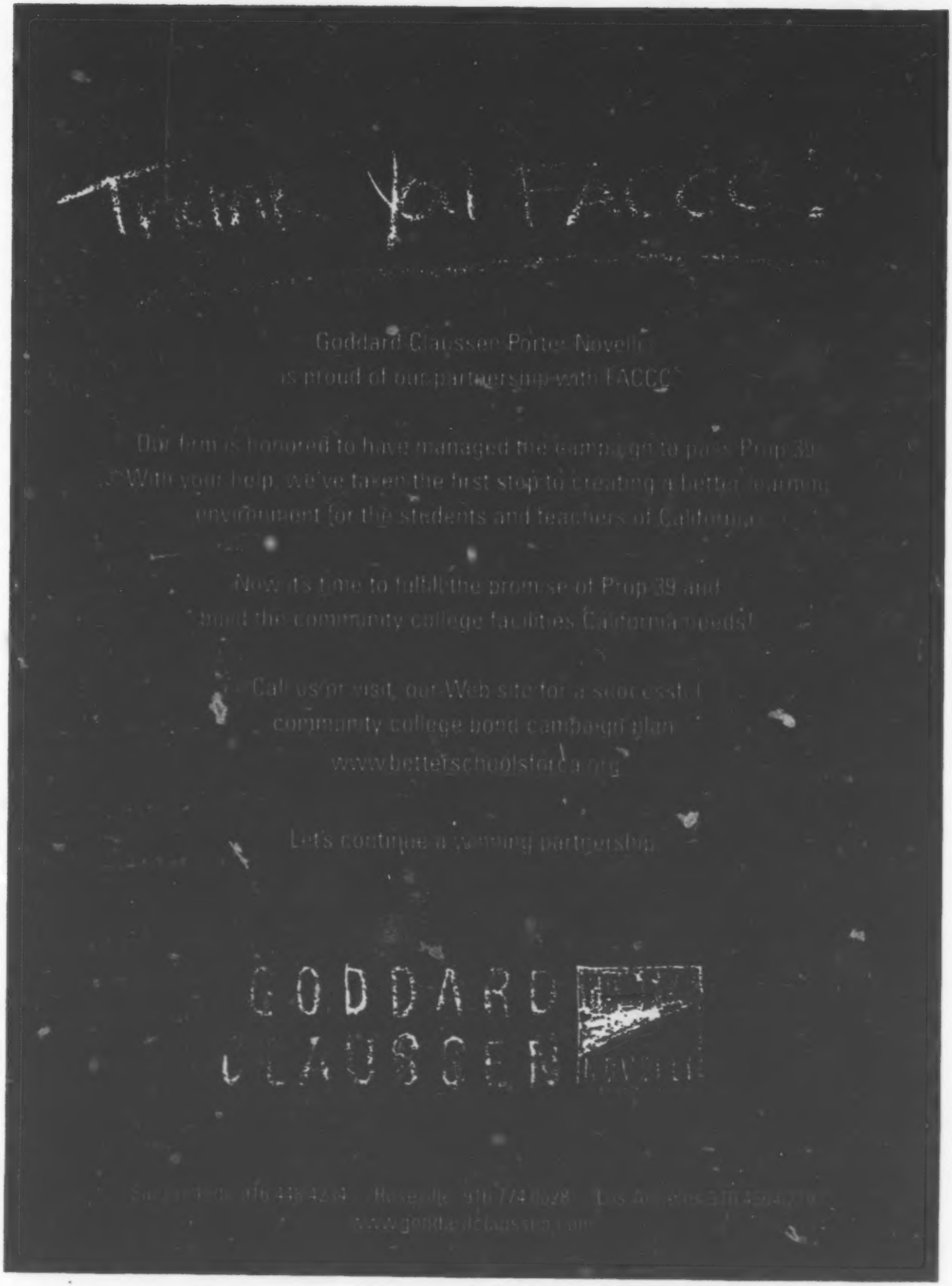
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Appreciating Faculty's Accomplishments

The last *FACCCTS* was the best ever [December 2000]. The timing is wonderful considering the infusion of many new faculty who may not know the history and the struggles of faculty in relationship to governance. This issue brings them the opportunity to share in the history of our retiring faculty who fought so valiantly for so many years.

Barbara Davis-Lyman
Sacramento City College

CCC History Makes for Valuable Reading

The last issue was a wonderful overview of the history of funding and debates over community colleges.

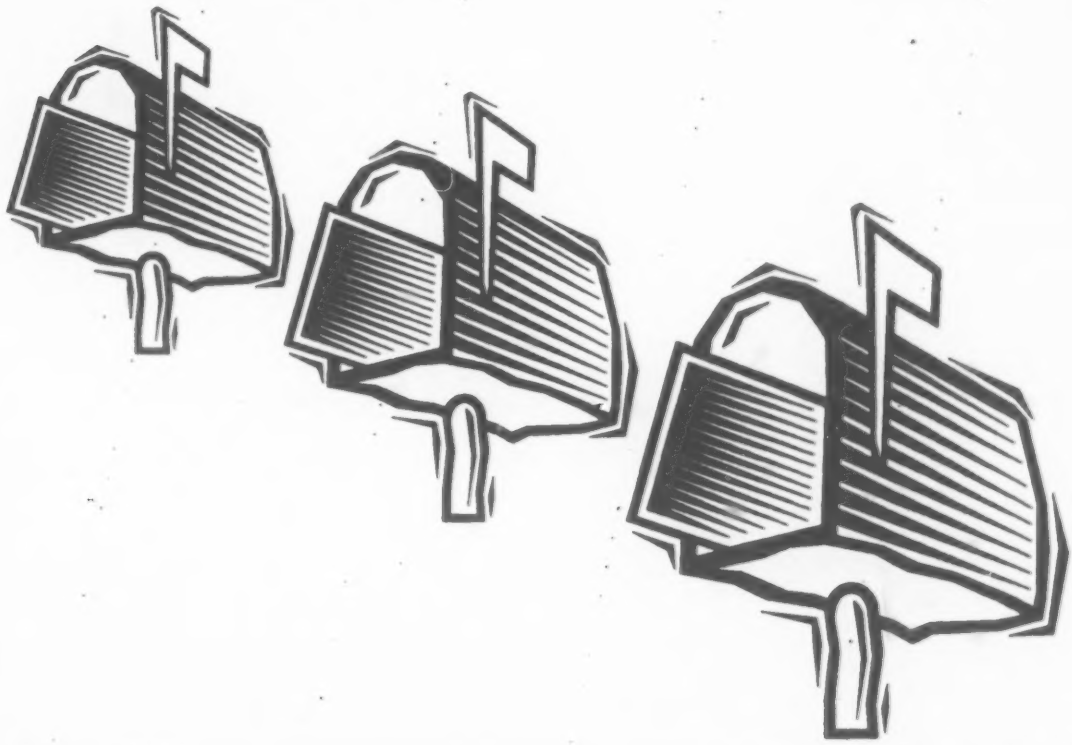
Eric Roth
Santa Monica College

Academic Integrity a Hot Topic at Delta

I just wanted to tell you how I enjoyed the issue on academic integrity [September 2000]. I'm recommending that teachers and administrators around Delta read *FACCCTS*. We're trying to work together to improve academic integrity and discourage plagiarism.

I'm sorry I couldn't attend the FACCC workshop on that subject. Your work is appreciated.

Barbara Broer
San Joaquin Delta College



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Mapping the Future of California Education

Carolyn Russell

State legislators are creating a new Master Plan for Education and FACCC is making sure faculty help develop it.

Since last year, we've fielded questions from legislators and Chancellor's Office staff on topics such as the K-12 system, the Community College Virtual Campus Project, and the Full-Time Equivalent Student funding model.

It prompted us to ask, "What's the best way to respond quickly and accurately, making use of our faculty's expertise?" and "How can we anticipate future concerns and develop responses that adhere to our values and advance our goals?"

The answer was to reconstitute the FACCC-Education Institute Board of Directors Policy Committee with the following charges:

- Act as a long-term policy "think tank" to FACCC and the FACCC-Education Institute.
- Address issues that have broad effects but may not have immediate legislative remedies.
- Analyze the Master Plan for Higher Education and other such overarching documents.

The eight-member policy committee consists of current and past FACCC governors, and members. Since the master plan is under review, the policy committee decided to tackle it first.

The Master Plan for Higher Education, created in 1961, established the roles of the three higher education segments. The University of California grants doctorates, the California State University awards master's degrees, and California Community Colleges give associate degrees and certificates as well as offer remedial and vocational courses.

Legislators and education officials review the master plan every 10 years. It hasn't changed much. This time, however, the Senate and Assembly formed a joint master plan committee, broadening the scope by developing a "Master Plan for Education Kindergarten Through University."

Last March, the FACCC Policy Committee met with Stephen Blake, chief consultant to the master plan committee. Two weeks later, Sen. Dede Alpert asked FACCC to respond to 11 questions under the committee's consideration. The policy committee's reply was eight pages.

Though the policy committee appreciated the opportunity to share FACCC's opinions, it had questions of its own: "Is the master plan committee asking relevant questions about community colleges?" "Since major changes are proposed, isn't it time to re-evaluate the California Community College's missions and funding mechanisms?"

The policy committee met in December to tackle these questions. Chairwoman Jane Hallinger of Pasadena City College proposed creating a writing team to examine the issues. Committee members defined the most pressing topics and agreed that to make effective arguments, they would need to develop a one-page format to make the case quickly and clearly.

The committee developed a template for FACCC Sheets that would (1) state the problem, (2) provide background, (3) explore the ramifications of potential changes, (4) integrate FACCC's values, and (5) provide policymakers with a range of options.

The FACCC Policy Committee will send the FACCC Sheets to the master plan committee on the following topics: the viability of the community colleges' multiple missions, system structure, funding mechanisms, accountability, and the impact of our part-time work force.

After the policy committee refines the FACCC Sheets, it will forward the information to all concerned parties, followed by a personal contact. The committee decided to address the state of vocational education and human resources next year.

To further strengthen FACCC's participation in the master plan development, the policy committee nominated FACCC members for master plan working groups. FACCC Governor Carrol Waymon of San Diego Mesa College was recently appointed to the master plan committee's Professional Personnel Development Working Group.

In the meantime, the master plan committee called on me to testify Jan. 30 on "Defining Quality Education and Foundational Set of Knowledge and Skills." (See "What's New" at *www.faccc.org* for the complete text.) Because of the policy committee's recent work, I had direction and information upon which to draw.

The FACCC Policy Committee will continue working on the master plan; it's also beginning to define future areas of concern and review FACCC's mission and values.

FACCC will continue to ensure that faculty have a voice in developing the master plan.

Carolyn Russell is president of FACCC. She teaches English at Rio Hondo College in Whittier.

Share your thoughts on this column by writing a letter to the editor. See page 5.

Lobbying for Dollars in the State Budget

Jonathan Lightman

Amidst the flood of legislation introduced, one bill stands out above the rest—Senate Bill 75, a.k.a. the state budget.

I'd like to let you in on how the state budget process works, and how FACCC fits into it.

While the state budget nominally follows the process established for all legislation, it generally plays by its own set of rules, complete with its own rhythm and nuance. It's wise to keep a few principles in mind:

- ***The state budget is less about numbers than philosophy.*** A background in finance or accounting provides no greater understanding than that in mental health or law enforcement.
- ***California's process is super political*** since we are one of only four states to require a super-majority vote for passing the budget. Along with Nebraska and Rhode Island, California mandates a two-thirds approval by both houses of the Legislature, while Arkansas requires a three-fourths majority.
- ***California's budget is less of a product than a process.*** Despite the deadlines associated with introductions, debates, votes and bill-signing ceremonies, this process takes place over the course of an entire year, and is constantly subject to change.
- I can't fail to mention that ***no budget is ever resolved until the mercury tops 100 degrees in Sacramento.***

With these principles in mind, the budget follows a basic process. State departments and agencies submit budget change proposals (BCPs) to the Department of Finance for review. Those deemed worthy are submitted to the governor for submission in a January budget proposal to the Legislature.

The Assembly and Senate examine the governor's January budget through their respective committees and subcommittees. These hearings take place between February and May. After determining state revenue through income tax collection, the governor submits his "May Revise" to legislators.

The two houses ultimately reconcile their differences in a conference committee, and sometimes convene meetings of legislative leaders before recording the final votes. When the budget achieves a two-thirds majority in each house, the governor has the authority to reduce or eliminate any line-item with which he disagrees.

Unfortunately, it's never simple. It takes a minor miracle to disburse a projected $79.4 billion in general fund revenue with a two-thirds majority in two houses—given the realities of Propositions 13 and 98—and the suggestions of hundreds, if not thousands of interest groups and lobbyists.

FACCC's role in the budget process is both overt and covert. We play both the insider and the outsider, depending on the situation. But we're always aware of the direction our board of governors has given us to secure the most money for faculty needs.

We use five areas to make our case.

First, we're a vital player in developing the community college system's BCPs. In recent years, we've focused on part-time faculty salary increases, part-time to full-time job conversions and staff development.

Second, we're an integral participant at the Assembly and Senate budget subcommittee hearings. Last year, FACCC was the only organization outside the Chancellor's Office that testified at the opening higher education hearing of the Assembly Budget Subcommittee on Education Finance.

Third, we've worked tirelessly to forge relationships with staff members at the Department of Finance and Secretary for Education's office. They're the critical players in determining what gets into the state budget. This year's $378 million community college "augmentation" proposed in the January budget, including $62 million for raising part-time faculty salaries, reflects this hard work.

Fourth, FACCC has developed an extensive grass-roots network to make the case for community colleges. Two lobbyists can't do the work of 8,500 members. There is no substitute for grass-roots advocacy. Your letters and calls count.

Finally, we never forget that this is a political process, subject to political pressure, political stroking and political bickering. The fighting isn't necessarily between Democrats and Republicans. Often it's between the governor and Legislature, or Assembly and Senate. FACCC's role is to analyze all available information—political, economic, social—and make the case for faculty.

It's axiomatic that the energy crisis may overtake this year's budget surplus. But FACCC will be there every step of the way. When the thermometer hits 100, we're hoping to report good numbers...and have enough electricity to run our air conditioning.

Jonathan Lightman is executive director of FACCC.

Share your thoughts on this column by writing a letter to the editor. See page 5.

Matt Hall

Off the Tenure Track

The exploitation of part-time faculty affects us all.

About 30,000 of 47,000 total faculty are employed part-time in our California Community Colleges. The lack of paid office hours, class preparation, grading and benefits on many campuses is shameful.

We berate society for not paying women as much as men, then turn around and say it's OK to underpay part-timers.

What kind of message are we sending to our students and communities when our colleges demonstrate repeatedly that they don't believe in investing in students' instruction?

It's time for the California Community Colleges to find a solution. We can't allow the system to continue exploiting contingent workers.

Over the years, FACCC has sponsored legislation to eliminate injustices against part-timers and has aggressively fought to bring their issues into the spotlight.

We hope the wide range of perspectives in this issue of *FACCCTS* sparks discussions among you and your colleagues. Please share your thoughts by writing a letter to the editor.

—FACCC Board of Governors Communications Committee

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Promise Realized, Promise Unfulfilled

by Sam Russo, El Camino College

I had every expectation of securing a full-time teaching position.

Fresh with a master's degree from the University of Southern California in spring 1986, I mailed my vitae to every community college within 100 miles of Los Angeles.

Fast forward to the summer of 1988. After two years of working in USC's library system and continuing to mail my vitae and making countless phone calls, I was offered classes on a part-time basis at Cypress College. One year later, I was offered classes at El Camino College.

While "freeway flying" between the two schools, I kept my eyes and ears open and applied for almost every announced full-time philosophy instructor opening, with high expectations of "landing" a position.

Even faster forward (how the past 12 years have slipped by!) to the dawn of the millennium. My expectations of securing a full-time position are significantly less than they were in 1988. During the last 12 years, I've applied for more than 40 full-time positions, been interviewed at least 10 times, and have been granted a second interview three times. Am I discouraged? Absolutely! Would I still like to have a full-time position? Absolutely!

Some of my expectations were realized, especially at El Camino College where I have had some influence in curriculum development and have served on division and campus-wide committees. Not especially interested in research or publishing, I wanted to teach on the community college level, where I could teach and study with students, help them succeed in transferring to a college or university, or help them achieve whatever goals they had set for themselves. This expectation has been more than satisfied.

As my age has increased, however, my expectations of securing a full-time position have decreased. What would I like to see happen for younger adjunct faculty?

See Promise, page 24

The Greenhill College Debate

The Facts and Fiction of Faculty Salaries

by Jean Lecuyer, Glendale Community College

Steve Johnson has been teaching English at Greenhill College for five years. He loves his job and is an excellent teacher. The only thing that bothers him is the pay: he makes only about $2,000 for a semester-long, three-unit class.

So Steve, the main character in this fictional scenario, has to teach classes at both Greenhill and neighboring Valley View College to try to make ends meet. Even then, if his wife, Phyllis, didn't have a full-time job of her own, they wouldn't make it. By contrast, Steve's friends Jerry and Mary Ann make three times as much for the same class.

As you may have guessed, Steve is a part-timer. He's part of a small army of underpaid faculty members who teach about a third of Greenhill's classes.

Steve and the adjuncts at Greenhill have long protested their situation. They point out that for every $2 the college spends on their full-time colleagues for the two-thirds of the classes that they teach, it spends only $0.33 on the part-timers for their one-third. If the $2.33 were split into three equal parts, they say, each one would be 78 cents. In other words, full-time faculty members get the top 22 percent of their salary from the exploitation of adjuncts!

Full-time faculty members argue vehemently (a) that they are paid a fair salary and should not be held responsible for the part-timers' plight, which is caused by the state's failure to dedicate sufficient money to community colleges; (b) that they campaign endlessly to get funding for more full-time positions; and (c) that adjuncts should not be paid the same as full-time faculty anyway because they don't face the same responsibilities, such as committees.

The adjuncts reply that the full-timers' argument "a" resembles a company's multimillionaire CEO who justifies paying slave wages to third world workers: he is paid fairly, he maintains, but the market will not support his paying more to overseas employees. As for point "b", the effort is nice, the adjuncts say, but even if all colleges respected the 75/25 ratio it would still leave 25 percent of classes taught by underpaid, exploited faculty. Finally, they say they can't participate on committees because the low wages and the 60 percent rule force them to seek jobs at three or four colleges to make a living, and keeps them on the freeway half the time.

Greenhill is a fictional college, but it resembles many real ones, and this debate continues in various forms all across California and the U.S. It's a critical debate that goes to the core of our California Community Colleges educational

See Greenhill, page 25

Hiring Practices in the CCC

Where Does the Buck Stop?

by Robert Yoshioka, Allan Hancock College

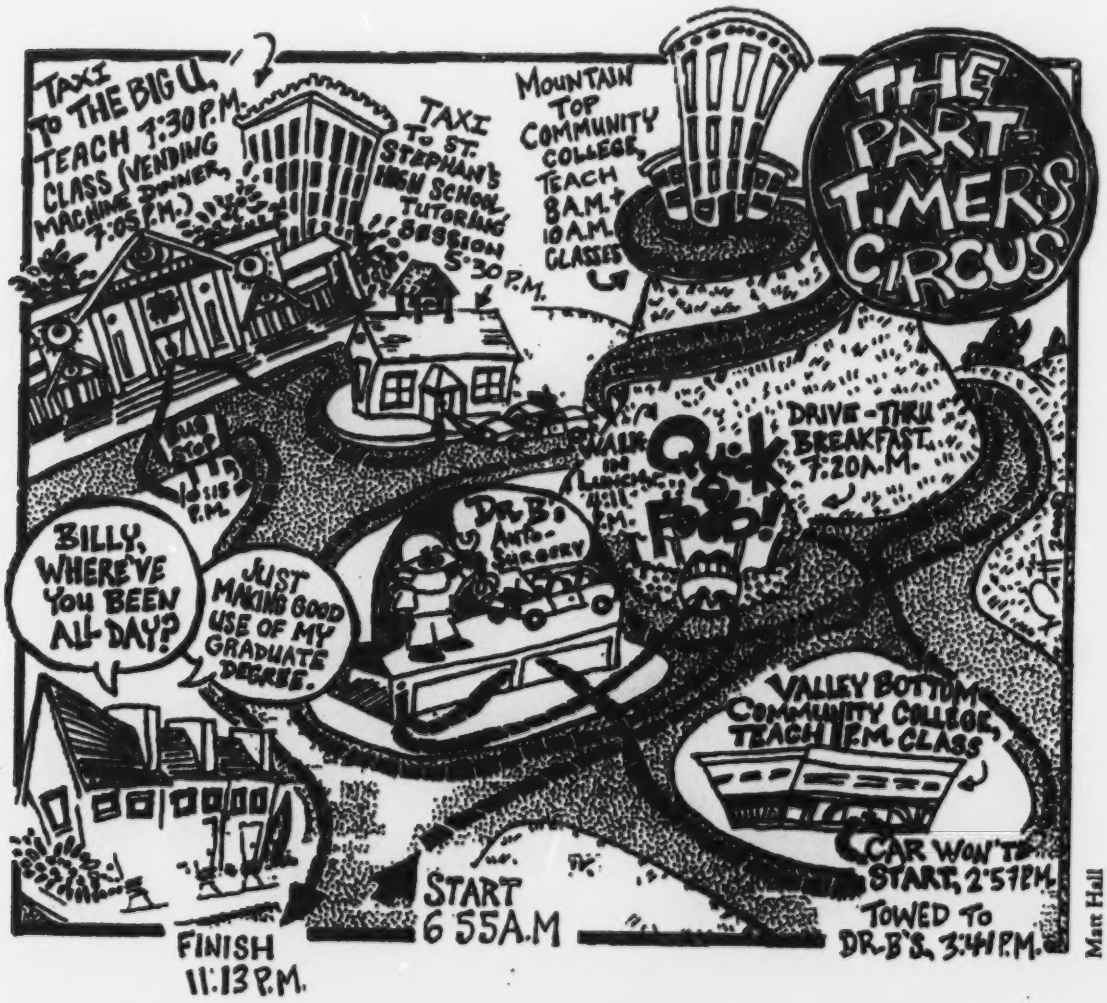
Part-time faculty members around the state often ask me to suggest a "safe" course of action when applying for full-time positions in the college districts where they teach.

Should long-time part-timers "expect" an interview, or, if no interview is offered, is it wise to "make waves" to secure an interview? Other part-timers ask, what is the proper way for them to let the college district know that they're seriously interested in a full-time position? Should having taught for X number of semesters or quarters give them priority when it comes to landing on the short list of candidates sent to the district president?

Until recently, my reply to all such inquiries has been to counsel patience and professionalism. I would say that it was in the individual's best interest not to make waves, that the hiring committee will surely recognize and weigh previous service, teaching, student evaluations and colleagues' input when advancing the "homegrown" part-time faculty member for full-time employment.

Unfortunately, my previous advice failed to address the prevailing ethos and political jockeying on most campuses and on most hiring committees when it comes to making way for part-time faculty to move up to full-time status.

See Hiring Practices, page 38

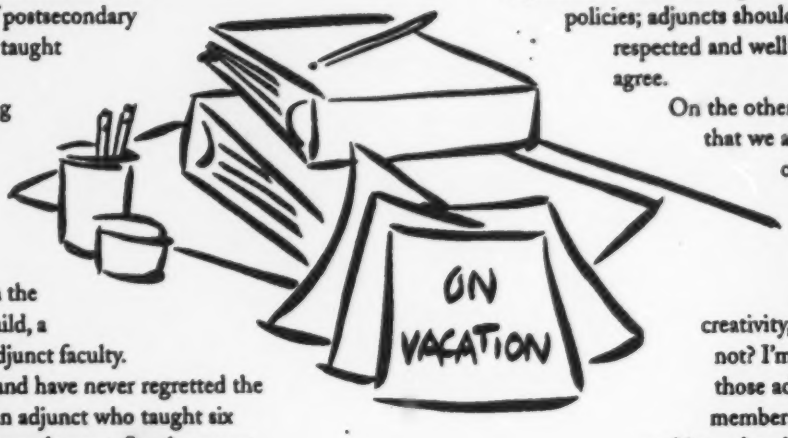

THE PART-TIMERS CIRCUS
TAXI TO THE BIG U, TEACH 1:30 P.M. CLASS (VENDING MACHINE DINNER, 7:05 P.M.)
TAXI TO ST. STEPHAN'S HIGH SCHOOL TUTORING SESSION 5:30 P.M.
MOUNTAIN TOP COMMUNITY COLLEGE, TEACH 8 A.M. + 10 A.M. CLASSES
DRIVE-THRU BREAKFAST, 7:20 A.M.
Quik Pop!
DR. B'S ANTI-SURGERY
BILLY, WHERE'VE YOU BEEN ALL DAY?
JUST MAKING GOOD USE OF MY GRADUATE DEGREE.
VALLEY BOTTOM COMMUNITY COLLEGE, TEACH 1 P.M. CLASS
CAR WON'T START, 2:57 P.M.
TOWED TO DR. B'S, 3:41 P.M.
START 6:55 A.M.
FINISH 11:13 P.M.
Matt Hall

Leaving Academe—With No Regrets

by P.D. Lesko

Taking the road less traveled isn't easy, but for me, it made all the difference.

Last summer, the director of the writing program at a nearby university called and asked if I would like to teach two courses. Let me digress for a moment and tell you that I have seven years of postsecondary teaching experience, and had taught for three years in the above-mentioned university's writing program.



I have not taught, however, for the past eight years. During that time, I founded *The Adjunct Advocate* magazine, and then the National Adjunct Faculty Guild, a professional association for adjunct faculty.

I left academe willingly and have never regretted the decision. At the time, I was an adjunct who taught six courses each semester to make ends meet. So, the recent phone call from the writing program director came to me not as I waited, anxious and financially strapped, but rather as I waited, anxious for the magazine's latest issue to come back from the printer. Let me tell you what it feels like to field an invitation to teach under those circumstances: Fantastic!

Isn't it true that we all need to recharge our batteries?

Many of you already know that feeling. However, many of you have never known that feeling or agreed to teach courses under those circumstances. To you, I want to make a radical suggestion.

Take off the next semester or two from teaching.

If you're a competent instructor, you'll find courses to teach the following semester should you want to return to the ivory tower. Apply for a Fulbright and teach abroad. I happen to know that officials at the Fulbright Center for the International Exchange of Scholars want to award more Fulbrights to adjunct faculty. Work as a freelance consultant. In today's economy, people with graduate degrees are more sought-after than ever. There are many employment options.

Some of the people who read this will be angry, of course. Institutions should change their employment policies; adjuncts should be able to be respected and well-paid colleagues. I agree.

On the other hand, isn't it true that we all need to recharge our batteries? Change has been known to foster personal and professional creativity, after all, has it not? I'm not arguing that those adjunct faculty members who feel embittered and unfulfilled professionally should abandon their dreams of teaching college. I merely suggest that when one accepts courses as a conscious decision, rather than an act of professional desperation, one's relationship to one's job is dramatically altered.

I loved teaching college, the clever students, the opportunities for intellectual exchange. I never liked the instability associated with teaching multiple courses at multiple institutions. I hated the commuting. For me, it took eight years of different work to bring me back to the place where I started those many years ago—a small Catholic college and one creative writing class. I still remember those students, the room number and even the name of the department chairwoman who hired me.

If you look back on the past semester fondly, good for you. If you don't, take a break. You may choose the road less-traveled, as the poet Robert Frost wrote, or not.

The point is, of course, that you'll make a choice and I can tell you from experience that a choice can make all the difference in the world when it comes to teaching part-time.

P.D. Lesko is founder, publisher and executive editor of The Adjunct Advocate: The News Magazine for Adjunct College Faculty, *based in Ann Arbor, Mich.*

Welcome These New FACCC Members

The following members joined between Nov. 15 and Jan. 31. When you see them around campus, please welcome them to the FACCC family.

American River College
Melissa Green

Compton College
Nora Maradiaga
Pamella West

Crafton Hills College
Gloria Molino

De Anza College
Gnanalakshmi Vanniasegaram
Carol Wilson
Letty Wong

Diablo Valley College
Thomas Hurley

El Camino College
Charles Knight

Foothill College
Ronald Oburn
Paul Starer

Modesto Junior College
Karen DeVaney

Pasadena City College
Yu-Chung Chang
Allen Davis
Krista Goguen
Yves Komi Magloe
Barbara Padron-Leon
Charlotte Williams

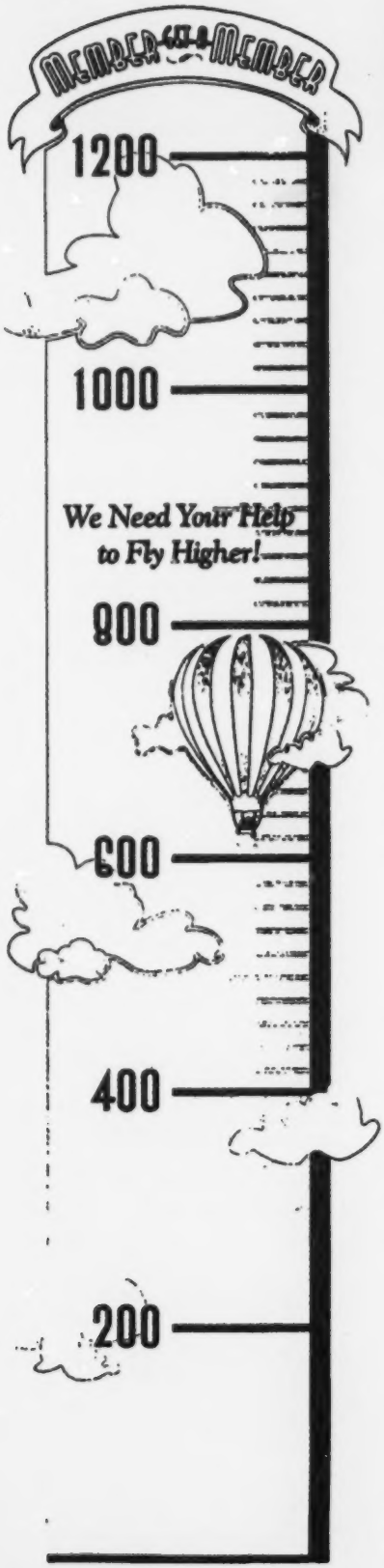
Sacramento City College
Marcia Bonawitz
Stephanie Braunstein
Joanne Carlson
Pamela Flaherty
Douglas Lawson
Patricia Masterson
Carol Minter

San Bernardino Valley College
Joseph Roberts

San Diego Mesa College
Joanna Iliew
Andrew Makarushka

Santa Monica College
Peter Abode
Elaine Afable
Yashar Afshar
Winfred Allen
William Amato
Razfar Aria
Maryam Askari
Kenny Baldwin
Simon Balm
Kathleen Barrett
Gailene Becker
Dianne Berman
Francois Blaignan
Anthony Blasi
Steven Brown
Kenneth Buckner
Maria Buszek
Michael Camaneti
Christina Campbell
Laura Campbell
Sue Anne Canada
Lydia Casillas
Rocio Casillas
Katarina Cerovic-Bernbaum
Thomas Chen
Mina Chow
Robert Coad
Julie Cohen
Cassy Cohen
Lisa Dague
Lynn Dally
Carol Davis
Guido Davis-Del Piccolo
Dana Del George
Carol Dell'Amico
Amy Denissen
Vicki Drake
Stephanie Droker
David Droker
Cecilia Duenas
Karin Eby
Keith Ehlert
Juliana Ekedal
Naja El-Khoury
Tracey Ellis
Hanne Espinosa-Frech
Jean Faris-Gorgie
Felipe Felix
Keith Fitzgerald
Stephanie Foley
Juan Franco
Dale Franzen
Karla Freeman
Jeffrey Freyermuth
Gregory Fry
Timothy Garrett
Jenna Gausman
James Geddes
Ekaterina Gliadkovskaya
Starr Goode
Shelly Graham
Annette Hammer
Sheila Han
Cecile Hanrahan
Antoine Harb
Martha Hartman
Yvette Hassakoursian
Paul Hatter
Pamela Heffler
Uri Hertz
Bruce Hietbrink
Zakaria Hobba
Irene Hovey
Herbert Hoviss
Jinan Hussain
Bruce Hyson
Bonnie Jay
Randall Johnson
Nancy Jones
Brian Joseph
Sharon Kagan
Nancy Kane
Diana Karanikas
Cathy Karol-Crowther
Robert Kashef
Marcela Kelly
Carole Kirschner
Rodica Kohn
Zoe Kouffopolos
Margaret Kravitz
Matilda Krivan
Hea-Young Kuhn
Frances Kurilich
Martin Kutchai
Jackie Lanum
Jacqueline Lee
Jocelyn Lee
Vladimir Levitansky
Debra Levitt
Phillip Levy
Stephen Loizos
Ian MacGillivray
Matthew Manson
George Marcopulos
Leon Martell
James Martin
Diana Maruna
Robert Massey
Brenda McDonald
Zenaida McNear
Francine Meisler
Carla Melo
Kevin Meza
Liesl Miller
Craig Mohr
Judith Montgomery
Roberto Moreno
Peter Morris
Brian Moss
Ronald Muldrow
Siamak Naficy
Estela Narrie
Andrew Nestler
Gary Orloff
Beverly Ostroska
William Owens
James Pacchioli
Troy Parr
Ruffin Patterson
Jesus Perez
Scott Phillabaum
Lana Phillips
Scott Pletka
Ludmila Posner
John Quevedo
Maria Rabuy
Valencia Rayford
Eleanor Reich
Miguel Reid
John Rogers
Harold Rogler
Stephanie Sanchez
Herb Sandoval
Liane Sato
Michelle Scholefield
Matthew Schroeder
Michael Schwartz
Janet Shin
David Silva
Antoinette Simmonds
Habibou Sissoko
Michael Skelton
Deborah Smith
Scott Smith
Charles Stapleton
Julia Stein
John Stide
Deborah Stote
Lydia Strong
Richard Tannenbaum
Benito Torda
Esau Tovar
Stephanie Towler-White
Buabo Tshimanga
Scott Tsuji
Muriel Walker-Waugh
Audra Wells
Shirley Williams
Bennett Williamson
David Willis
Ana Wolovick
Ventris Woods
Gerald Woodyard
Gary Yanker
Julie Yarrish
Maria Zamudio-Dawa

Skyline College
Lynn Morita



STILL

WE NEED YOUR HELP!

FACCC is rising to the fourth year of the Member-Get-A-Member campaign. As a team, we can reach our goal of 1,200 new members.

Start your ascent by telling a colleague why you're a FACCC member and asking them to join. Have them complete the membership card, write your name in the sponsor box and mail it to FACCC. If it won't rise, request more fuel (a list of nonmembers and membership cards) or call the ground crew. Lyndon Marie Thomson will walk the campus with you to recruit new members.

Call Lyndon at (916) 447-8555.

When you sponsor (recruit) new members, you will ascend to higher levels:

- For one new member, receive a lapel pin for you and the new member.
- For two new members, receive a FACCC mug filled with "airy" goodies.
- For three new members, receive a beautiful mouse pad designed for FACCC.
- For four members, you'll receive a tote bag and a book from FACCC's book service.
- For five new members, receive a tin of mouth-watering Mrs. Fields® cookies.
- For six new members, you'll attend the September 2001 FACCC mini-conference with all expenses paid.

The **third highest-flying sponsor** will receive a one-year free membership to Educators Travel Value. You may travel the world and stay with other educators.

The **second highest-flying sponsor** will receive a two-night stay at any Educators Value Travel bed and breakfast in the western states, airfare and a rental car for two.

The **highest-flying sponsor** and a guest will receive a trip for two nights in the Wine Country. This includes room, airfare, rental car and a hot air balloon ride with a delicious champagne brunch (or an elegant dinner).

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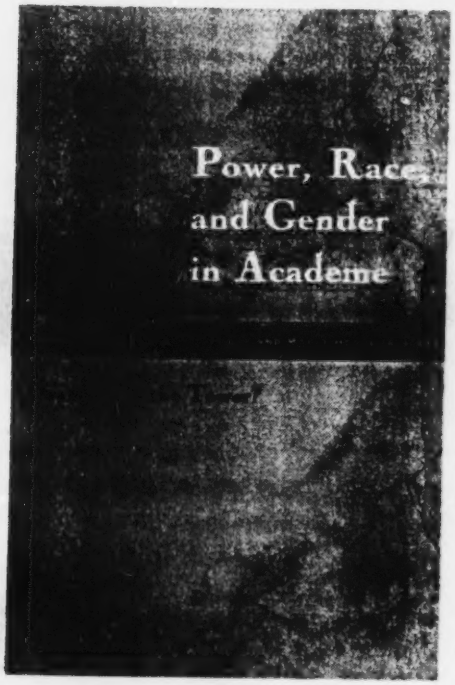

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Power, Race, and Gender in Academe

Strangers in the Tower?

The civil rights movement of the 1960s and the affirmative action programs enacted in the 1970s held great promise for people of color, women, and gays and lesbians seeking careers in higher education. Now, at the beginning of the twenty-first century, what is the status of these traditionally underrepresented groups in English and foreign language departments across the United States? The eleven essays collected in this volume describe individual African American, Chicano and Chicana, Native American, Asian American, gay and lesbian, and white female experiences in academe. Representing a wide variety of fields and career paths in the profession, the authors explore topics such as marginalization, alienation, and persistent discrimination; the obstacles women and minorities face in advancing their careers; the backlash against affirmative action; and the implications of gender, sexuality, race, and power in the classroom.

Power, Race, and Gender in Academe is an excellent resource and teaching guide for junior faculty members, administrators, and senior colleagues, who will find in the volume thoughtful discussions of hiring and tenure practices and classroom and service evaluations.

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New CCC Governor Appointed

Gov. Gray Davis announced Feb. 1 his appointment of Antonia Hernandez as a member of the California Community Colleges Board of Governors.

Hernandez, 52, of Los Angeles, is the president and general counsel of the Mexican American Legal Defense and Educational Fund, a national advocacy organization that protects Latinos.

She was elected as MALDEF president in 1985 and directs all litigation and advocacy programs. Davis appointed Ms. Hernandez as member of the California Complete Count Committee in November 1999. She serves on the Board of Directors for the Automobile Club of Southern California and the Golden West Financial Corporation.

She earned an associate of arts degree from East Los Angeles Junior College, and bachelor of arts and juris doctorate degrees from the University of California, Los Angeles.

Menegas Reappointed

Gov. Gray Davis in January reappointed FACCC member Irene Menegas to the California Community Colleges Board of Governors.

Menegas, who teaches at Diablo Valley College, is one of two faculty board members who serve two-year terms. She plans to focus on articulation and transfer, and accountability regarding the Request For Applications process that colleges must go through to compete for grant money (such as Funds for Student Success).

Peers Honor Miller

Congratulations to FACCC member Larry Miller, a biology and physiology instructor at Moorpark College, who was recently named distinguished faculty chair. Miller, who has been at Moorpark since 1971, received the honor from his colleagues for his teaching skills and service to the community, according to the Jan. 12 *Los Angeles Times*.

"Larry was chosen for his service to the college, the faculty and the community," Char Arnold, president of the faculty organization that gives the annual award, told the *Times*. "We felt it was time to honor him."

Miller, who earned a doctorate in biology from UC Santa Barbara, is the fifth faculty member to hold the post.

Glendale Prof Makes History

Congratulations to FACCC Member Peggy Renner, history professor and president of the academic senate at Glendale Community College. She has been elected to serve on the Teaching Division of the American Historical Association.

It's the first time that a community college instructor has held this position within the organization. AHA is the largest of the historical societies in the U.S. and the world.

Renner, a Pasadena resident, has earned many accolades for her work on and off campus. She serves as chairwoman of the history department and has coordinated the campus Women's History Month celebration. She received the college's Distinguished Faculty Award in 1999 and the Woman of Distinction award from the Verdugo Hills Business and Professional Women. She was a delegate to the fourth United Nations Conference on Women held in Beijing, China in 1996 and is past president of the U.N. Association of Pasadena/Foothills.

Waymon Selected for Working Group

FACCC Governor Carrol Waymon of San Diego Mesa College has been appointed to the Professional Personnel Development Working Group of the Joint Legislative Committee to Develop a Master Plan for Education Kindergarten-University. As a FACCC Policy Committee member, Waymon has been part of key discussions on community college faculty issues involved in the master plan. The master plan committee is conducting research; committee staff will begin drafting the master plan early next year, with plans to complete it by fall 2002.

FACCC and the Media

As part of its continuing efforts to get community college faculty issues into the news, the FACCC Board of Governors met with higher education reporter Samuel Autman of the *Union-Tribune* during its Jan. 26 meeting in San Diego.

Autman told the board how he covers the higher education beat—UC, CSU and San Diego City College—and what kinds of stories he's interested in writing. Although he is the only higher education reporter on staff, several other reporters cover education, including other community colleges in the area.

Summer Tech Institute

The @ONE Project and the state Academic Senate are co-sponsoring the fourth annual training retreat, The Summer Institute: Technology for Teaching, June 3-8, at the University of San Diego.

The @ONE Project's mission is to assist California Community Colleges faculty and staff in enhancing student learning and success through expanded uses of technology by providing training, resources and support services. Subscribe to @One eNEWS, @ONE's twice-monthly alert to professional development opportunities and learning resources. Visit *http://one.fhda.edu* for more information.

Culinary Students Win

Culinary students from Orange Coast College in Costa Mesa won second place Jan. 22 at the American Culinary Federation Western Region Junior Member Hot Food Championships, held in Hawaii. It's the second year in a row that OCC finished second.

The team advanced to the regional competition after winning a gold medal Nov. 17 at the Culinary Arts Hot Food Team State Championships by preparing a meal of seafood consommé, vegetable terrine, duck breast with vegetable strudel, and chocolate mousse, reported the Nov. 30 issue of *The Orange County Register.* Professional chefs from the American Culinary Federation judged the statewide contest on serving methods and presentation, portion size, nutritional balance, creativity, flavor & cooking techniques.

OCC culinary professor and chef Bill Barber is the team adviser. The college's Culinary Arts Program was established 20 years ago and always has one of the top teams in the region.

Education & Wages

In 1969, workers with more than a bachelor's degree earned 24 percent more than high school graduates with otherwise similar backgrounds; by 1996 this difference had skyrocketed to 95 percent more, according to a recent report from the Public Policy Institute of California

In 1969, those who had less than a 12th grade education earned 21 percent less than high school graduates, a gap that had increased to 29 percent by 1996.

The report "The Changing Role of Education in the California Labor Market" is available from the institute. Visit *www.ppic.org* or call (415) 291-4400 for more information.

Graying Golden State

California's population is aging rapidly. By 2030, one of every three Californians will be over 50, and the proportion of the population that will be over 65 will have almost doubled from 11 percent in 1998 to 17 percent, according to a November 2000 report.

Although the aging of the nation's population has led to widespread concern over the viability of Medicare and the Social Security system, less attention has been focused on California's ability to continue to provide services to a population that is increasing at both ends of the age spectrum. The primary challenge for California in the early 21st century will be to find ways to satisfy the demands of an increasingly older population while maintaining the financial stability of the government and a desirable quality of life for all Californians.

The report "Graying in the Golden State: Demographic and Economic Trends of Older Californians" is available from the Public Policy Institute of California. See *www.ppic.org* or call (415) 291-4400 for more information.

Carreon Welcomes New Ed Secretary

Rio Hondo College President Jess Carreon served as an honorary co-chairman of the Jan. 19 Presidential Inaugural Awards luncheon in Washington D.C. The event, whose theme was "Leave No Child Behind," was held to welcome the Honorable Roderick R. Page, secretary designate of the U.S. Department of Education.

Teaching Tip

This "Community Quiz" works well as a quick review of material at any point along a semester or topic discussion.

- I begin by announcing to my class that we will have a "quiz." After a few moans and gasps, I ask them to get a piece of paper and write their answers to the questions that I'll read. I advise them not to worry about writing down the question; just to focus on their answer. I also say that I'll repeat all of the questions once, after I have read the last question.
- I then give them about 8 to 10 questions. Most of the questions are identification, definition or brief explanation; I sometimes make the last question require more reasoning and explanation, depending on how much time I want to spend. I also make sure the answers are not subject to interpretation.
- After allowing a couple of minutes for students to finish, I have them form groups of three to four (maximum). At this point, I say, "This will actually be a "group quiz. Identify a "writer" for your group, and on a new piece of paper, answer each of the questions again. Your group will submit this paper for grading, not your individual ones. This means that you must agree on the answers—and everyone in your group will receive the grade on this final answer sheet. Make sure that each of your names are written on the top of this page, so that you'll receive credit for this quiz."
- I allow a specific amount of time for them to finish the "group copy" and then collect it. I finish the activity by quickly reviewing the answers to the quiz. Since they have their individual copies during this process, they're able to follow along well.

This works great in my classes, and I think it would transfer well to a variety of subjects. Happy quizzing!

Angela Block teaches sociology at Sacramento City College. She has been a FACCC member since 1999.

Carreon was chosen for his national prominence in the education field. He is president of the National Community College Hispanic Council and is a board member for the American Association of Community Colleges and other organizations. He also serves on the advisory board for community college research at Columbia University Teacher's College.

Survival Guide for New Teachers

How can teachers survive the rigors of their first professional year? How can veteran teachers help their new colleagues? The new publication *Survival Guide for New Teachers* answers these questions. Drawn largely from a series of interviews with award-winning first-year teachers, this book focuses on the experiences, both positive and negative, of these teachers and the importance of the relationships they form with colleagues, university professors, students and parents. The report is released by the U.S. Department of Education's Office of Educational Research and Improvement. It's available from *www.ed.gov/pubs/survival guide/*. To obtain a copy of the report while supplies last, call toll-free (877) 4ED-Pubs. TTY/TDD: (877) 576-7734.

Hancock Makes HOT List

Allan Hancock College was chosen by *The Hispanic Outlook in Higher Education* magazine as one of 604 colleges and universities across the country that offer outstanding opportunities to Hispanic students.

Inclusion on the Hispanic Outlook Tops list is based on responses to a comprehensive survey by the magazine and examination of literature and catalogs of more than 3,300 institutions nationwide. Hancock enrolls about 10,000 credit students a semester. In fall 2000, 30 percent of those students were Hispanic.

Call for Papers

The Community College Journal of Research and Practice seeks papers. The journal is a peer-reviewed archival forum that publishes papers from practitioners and scholars around the world in all academic disciplines and professions. The journal solicits papers about developments being innovated and tested by those studying community colleges and community college education. All papers, including figures, tables, and references must conform to the specifications contained in the *Publication Manual of the American Psychological Association,* fourth edition, 1994.

For more information, contact D. Barry Lumsden, at (940) 565-4074, *lumsden@unt.edu* or write to D. Barry Lumsden, editor, *Community College Journal of Research and Practice,* University of North Texas, P.O. Box 311337, Denton, TX 75203-1337.

CalPERS Home Loans

CalPERS members can take advantage of a new program for low-income home buyers. The Fanny 97 Program is a conventional loan up to 97 percent of the home's value. For details, call Michelle Safholm at (916) 735-5626.

Get Involved in FACCC

The FACCC Board of Governors has 12 committees composed of about 50 FACCC members.

The committee structure and members' expertise and commitment enable FACCC to respond quickly on issues that affect our classrooms, libraries, and counseling offices. The structure also ensures that FACCC uses members' dues effectively. See a list of committees at *www.faccc.org* under About FACCC.

If you're interested in serving on a FACCC committee next year, contact Nominations, Elections and Leadership Identification Committee Chairman Carrol Waymon at FACCC or *car100@earthlink.net.*

Higher Ed Essential

Californians believe that higher education is vitally important for success in today's fast-paced world, according to a survey focusing on Californians' views about education beyond high school.

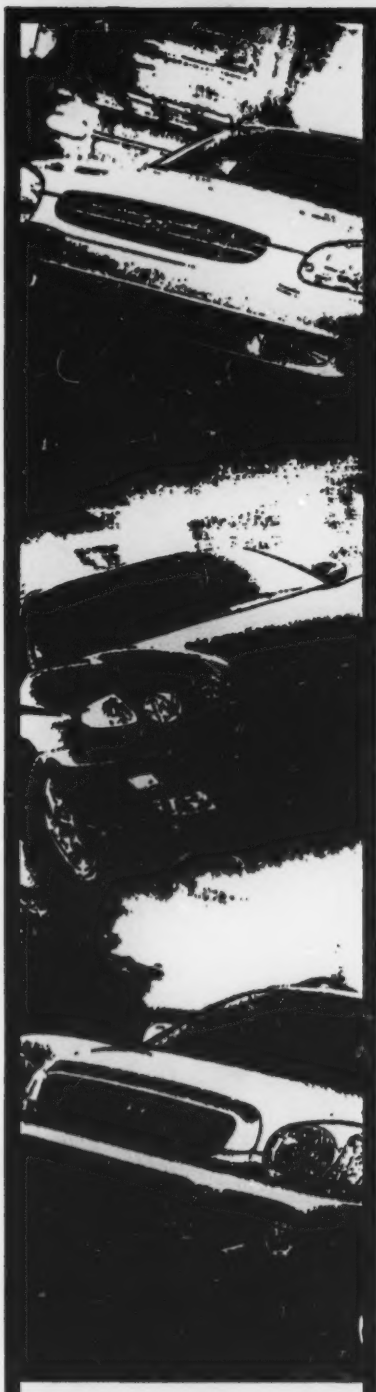
The survey, prepared by Public Agenda and released Aug. 11 by the National Center for Public Policy and Higher Education, finds that an overwhelming majority of Californians (85 percent) believes that "a college degree has become as important as a high school diploma used to be." For more information, visit *www.highereducation.org* and *www.publicagenda.org.*

Californians are more positive than the rest of the nation about the importance of community colleges. Sixty-three percent of Californians think that students who were under-prepared for college should begin their studies at community college, compared to 53 percent who think so nationwide. In focus groups, many parents who expect their children to graduate from a four-year college sought community college as the first step. "Great Expectations: How Californians View Higher Education" was based on a phone survey of 503 randomly selected adults.

For The Record

Accuracy is one of *FACCCTS'* priorities. It is *FACCCTS'* policy to promptly acknowledge errors in this standing column. Call (916) 447-8555 or e-mail *faccc@aol.com.*

- The column on p. 13 of the December issue contained a sentence that should have read, "Simply put, the 50 percent law is calculated by dividing instructor salaries by current educational expenses."



HOW ABOUT A $500 PAT ON THE BACK?

Hyundai Motor America — title sponsor of the FACCC Fall Conference — is offering a very special rebate program for faculty members at all California Community Colleges.

All part-time and full-time faculty and staff members are eligible for this exclusive program.

During the month of February, keep checking your campus mailbox for a $500 coupon that can be redeemed at a local Hyundai dealer for any 2000 or 2001 model year Hyundai vehicle. Eligible models include the Accent, Elantra, Tiburon, or Sonata, as well as the all-new Santa Fe or XG300. You can find your local dealer by calling **800-826-CARS** or by visiting the Hyundai website at **www.hyundaiusa.com.**

Here's how it works: go to your local dealer, negotiate the best sales price, then hand over the discount brochure for an additional $500 off the purchase of your Hyundai.

The program with Hyundai Motor America is sponsored by the California Community College Commission on Athletics (COA) and the Board of Governors of the Faculty Association of the California Community Colleges (FACCC). This special program expires March 31, 2001.

For additional discount brochures, contact (916) 444-1600.

HYUNDAI

COMMISSION ON ATHLETICS

Teaching with Warmth

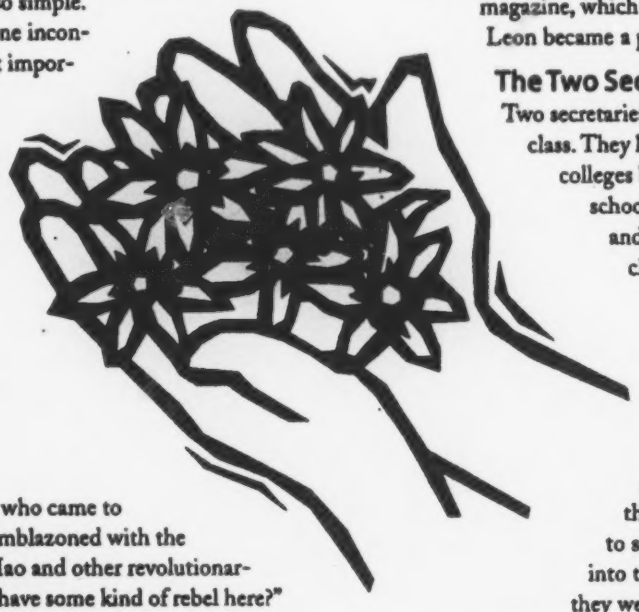
Cultivating Successful Students

by Audry Lynch, Mission College

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and the soul of the child. —Carl Jung

After decades of educational fads, statistics, and myriad tests—whether a student learns seems always to boil down to what sounds so simple.

All the research points to one incontrovertible fact. The single most important factor in education is the relationship between the student and the teacher. It's as simple—and as complex—as that.



I've taught in community colleges for 12 years. Whenever I think of effectiveness, I try to think in terms of individual students. Since I teach English I'll start with writing successes.

Lamberto

I'll always remember Lamberto who came to his first class wearing a t-shirt emblazoned with the faces of Lenin, Che Guevara, Mao and other revolutionaries. I greeted him with, "Do we have some kind of rebel here?" He said, "Yes" and told me he had been expelled from Chiapas because of his anti-regime pieces as a journalist.

Despite his limited English, he wrote wonderful, stirring pieces about the exploitation of Mexicans who worked the land. I ran into him at a lecture recently and he told me proudly that his book in Spanish on the situation was due out this summer in Mexico City.

Leon

Another memorable student was Leon, a huge, black gentle giant of a man. His themes sparkled with the raw talent of a natural storyteller. Often I asked him to read them to the class, which usually applauded him.

One day he confided to me that he had never passed an English class during his entire 12 years in public schools. His mother had moved to Watsonville, Calif. when he was in the fourth grade. His size kept the teasing to a minimum when he realized he was the only black in an all-white school. His ability as a football player encouraged the coaches to intervene for him in the scholastic arena.

Leon couldn't believe his writing successes and the enthusiastic reception in class. His confidence began to build and he entered the college's writing contest. He won second place. His story about his life appeared in the college magazine, which sold in the student bookstore. Leon became a published writer.

The Two Secretaries

Two secretaries once enrolled in the same class. They had wanted to go to four-year colleges but couldn't afford it after high school. Their writing skills were head and shoulders above the rest of the class.

Our local daily paper, the *San Jose Mercury News* publishes writers' work every Thursday in a section called "Celebrations." I encouraged them to submit two of their best class themes and they were delighted to see their work in print. I ran into them recently and they told me they were writing novels.

Steve

Another way to judge effectiveness may be in the area of scholarships. I'll never forget Steve, the youngest of 16 children in a Vietnamese family. He was so polite that he never addressed me by any other designation than "Doctor."

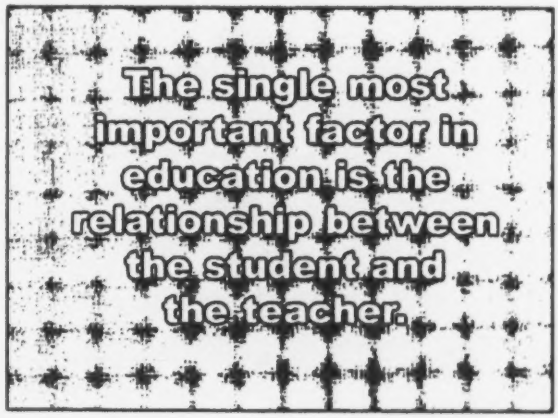
I was more than happy to write a letter of recommendation when he applied for a scholarship to the University of California, Irvine from which he recently graduated. He calls me every Christmas and Mother's Day and is now a financial consultant. Maybe he'll be able to help me in my old age!

Ana

Another scholarship winner whom I helped by writing letters was Ana, a middle-aged Latina housewife and grandmother. Even though the fees for community college are small, making a college education available to everyone, Ana needed extra money to cover supplies and textbooks.

She got her scholarships and despite her extreme dyslexia managed to graduate after nine years (usually it takes two) at the college. My fondest recollection of Ana is the night the class attended a local poetry reading at a coffee house and Ana, dressed in her Sunday best, was the only student who had the courage to join the local poets and read her own poem. She is now a wedding consultant.

Maybe one could measure a teacher's effectiveness by the presents they receive from the students. Although my presents didn't have a lot of material value, they are worth millions to me in sentiment. My Vietnamese students often bring me their food specialties. Since I have a voracious palate, I never disappoint them by a lack of enthusiasm for their dishes. They're always delighted by my enthusiasm and usually say, "I'm so happy you like it. Most Anglos don't like our food."



David

This past semester brought me two of my most surprising gifts to date. One came from David, a large farm boy studying to be a firefighter who wrote his term paper on how to kill, skin and prepare a rabbit for eating. The paper was well done but I had to admit that I had never tasted rabbit.

After he finished his final exam, David brought us an old cooler, laying it at my feet, saying, "I have a present for you." You guessed it already, I'm sure. There was a rabbit, cleaned, dressed, and cut, lying on a bed of ice in its own zip-lock bag. David left the room, saying over his shoulder, "Just cook it like chicken."

Derrick

The most ego-building present came from an unexpected source, a returning Marine who joined my class last spring. Derrick told me his Marine training had enabled him to tackle school again—something he didn't do well in high school. One night he missed class, which was a first for him. The next week I asked why. "My wife had a baby," he explained jubilantly. Of course I asked what they had named her and was floored when he said "Audry."

But, as usual, pride goeth before the fall. When I pursued the topic he explained, "Actually I wanted Scout and my wife didn't like that so we settled on "Audry." Since we had just finished reading *To Kill a Mockingbird* and discussed Scout Finch at great length, I also took that as a compliment.

After 12 years as an adjunct instructor at a California community college, I'd like to report that public education is alive and well. I'm very impressed with the system that makes higher education available to anyone who really wants it.

It offers a second chance to many students who experience failure at lower levels of public schools education—ESL students, special education students, poverty-stricken students and students of all sorts of minority backgrounds.

I teach in one of the most multicultural areas of the country and I'm amazed at the diversity and vitality in immigrant populations; always a source of renewed strength for our nation. I'm usually the only Anglo in the class. Needless to say my students often teach me more than vice versa.

We in the helping professions find it hard to describe to others what we know by experience has been effective. It's hard to quantify or put on statistical charts. It's frustrating and slow progress trying to find the key that unlocks individual by individual.

I was discussing this with a fellow instructor and she came up with a phrase from the Talmud, which, I guess, must satisfy us. It goes something like, "Even if you save only one person, it's as if you saved the whole world."

Audry Lynch is a part-time English instructor at Mission College in Santa Clara and also teaches at private colleges. She holds a doctorate in educational psychology and is the author of three non-fiction paperbacks.

To comment, write a letter to the editor. See details on page 5.

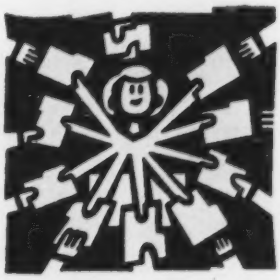
BEST COPY AVAILABLE

A View from the Other Side

by Kris Futrell, Santa Rosa Junior College

The last time I appeared in *FACCCTS*, I was considered somewhat unique. I was a part-time faculty member serving as president of Santa Rosa Junior College's All Faculty Association, an independent collective bargaining agent.

I had just been offered a full-time teaching position, and I was elated. Now, four years later, I'm serving as a new assistant dean—I have "crossed over" into administration. On the face of it, that may seem an odd transformation, but to me it seems a natural evolution.



Most faculty members active in their local or statewide collective bargaining agents soon come to understand many things considered administrative: salary structure, workload issues, grievances, budgets, productivity, confidentiality, and faculty relations. If negotiations involve some kind of "mutual gains" or "win-win" bargaining, faculty negotiators must understand the administrative point of view.

While some districts engage in "us-them" thinking with faculty and administration polarized, I believe it's equally possible to engage in "we" thinking. I have long felt that faculty members and administrators are really playing on the same team: however sharply we may disagree over some issues, all of us want what is best for the college and for our students.

So, how does it feel to be on "the other side"? It's not so different. My job still involves considerable negotiations. I negotiate for increased operating budgets; I present our best argument to the faculty staffing committee for full-time positions; I negotiate the balance between the college's needs and each department's needs. Occasionally I'm involved with a faculty grievance or a student complaint, but my standard of fairness has not changed and my concern for the student remains the same.

My concern for part-time faculty also has not changed. I still believe that one of the most pressing problems facing community colleges in California remains equitable pay for part-time faculty.

I'm proud of the progress made here at Santa Rosa Junior College, and I'm glad about the recent raise our faculty association secured to improve adjunct salaries. I'm increasingly aware of part-time faculty's problems; many feel demoralized by continued inequities and their inability to secure full-time work. I'm happy to see the greater statewide focus on part-time issues and to see organizations like FACCC make progress in the Legislature.

The biggest problem I think the community colleges face is money.

If we had adequate funding from the state, we wouldn't be forced to employ part-time teachers or short-term employees with lower pay and limited benefits. Every day on my job I face problems caused by lack of funding. Some of my most difficult and time-consuming decisions involve the allocation of scarce resources: Who should get new classified help? Who has priority for new equipment? How can we keep up with technological changes? What can we afford to fund?

My car sports a FACCC bumper sticker that says "California Community Colleges—Quality Education for LE$$." I have mixed feelings about that fact.

I wonder how much longer we can continue to do more for less. Does anyone realistically believe that we can educate a student for a high-tech job or for transfer to a university on less money than the local high school receives per student? Does our lower division transfer preparation somehow cost less than similar preparation at a California State University or a University of California campus?

The community colleges provide a vital service to California—our open access policy and low tuition give millions of people a chance or a second chance to live productive and fulfilling lives. Why aren't we fully funded?

I still believe that one of the most pressing problems facing community colleges in California remains equitable pay for part-time faculty.

I encourage readers to remain active with organizations such as FACCC that work toward greater visibility and fairer funding for the whole California Community Colleges system.

Only by working together will we make progress toward solving the problems that we all face.

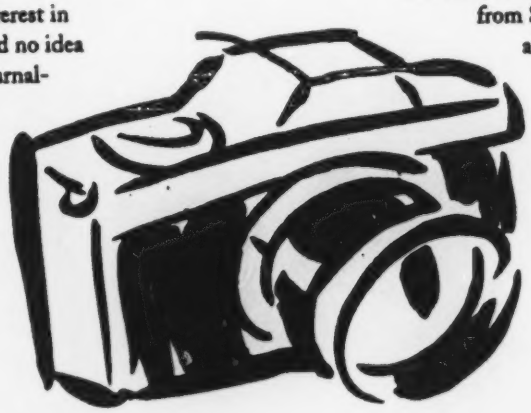
Kris Futrell is the assistant dean for Arts, Culture and Communications at Santa Rosa Junior College. She taught humanities full-time for four years and part-time for 15 years at various community colleges. She has been a FACCC member since 1990.

Sharing a Passion for Photojournalism

by Randy Pench, Sacramento City College

My community college experience changed my life and shaped my future. In 1975 I enrolled in a beginning photography class at Los Angeles Pierce College in Woodland Hills and found my professional calling.

I already had an intense interest in photography at the time but had no idea my future would lie in photojournalism. I was immediately drawn to the friendly atmosphere of Pierce's photography department. The photo lab and the school newspaper, *The Roundup*, shared the same building. I loved that place. I spent two years at Pierce, learning from some of the best photography teachers around.



Thanks to my positive experience at Pierce, I continued my education and received my bachelor's degree in journalism at California State University Long Beach in 1979.

Right out of college I was hired by *The News Chronicle* in Thousand Oaks. Three years later I accepted a position at *The Sacramento Bee* where I continue to work as a staff photojournalist. I've been fortunate to receive world assignments in Hong Kong and Israel, and have also covered my share of sports including Super Bowls, World Series and a number of other major sports championships. I'm still thrilled to be a photojournalist.

Over the years I've been invited to speak to various high school and college classes about my experiences. Along the way, I've become interested in teaching. I knew Sacramento had great photography classes in their community colleges. (I remember competing in photo contests against students from Sacramento City College when I was attending Pierce.)

My first teaching opportunity came about when Andy De Lucia, a long-time photo instructor at Sacramento City College, was planning to take a leave during the fall 1999 semester. The college needed a fill-in instructor for his photojournalism class. And I jumped at the chance!

Teaching was a bit nerve-racking at first, but I thoroughly enjoyed the teaching experience and the rapport I had with many of my students. I also returned in spring 2000 to teach a digital photojournalism class.

I'm not currently teaching a class at Sac City but I hope to in the future. Teaching part-time is a great way for me to pass on my knowledge while I continue working as a full-time photojournalist. Who knows, maybe there's a full-time teaching job in my future. Right now, I'm still invigorated with the photojournalism career I discovered in community college.

Randy Pench is an award-winning photojournalist for The Sacramento Bee. *He occasionally teaches part-time at Sacramento City College.*

About the Artist

FACCCTS is pleased to showcase the work of cartoonist Matt Hall on pages 8, 10 and 24. Born with a stainless steel (most likely secondhand) spoon in his mouth, Hall made his way through the public school systems of Etowah, Tenn. and Newark, Del. A doodler on "purty near anything with a flat surface," he went on to get a bachelor's degree in English from the University of Delaware and a master's degree in creative writing from Northern Arizona University.

For the past nine years, Hall has worked as a part-time English instructor at community colleges from Delaware to Seattle to Flagstaff, Ariz., where he currently teaches. His educational cartoons have appeared in *The Chronicle of Higher Education, UCLA Today, Community College Week* and *The University of Nebraska-Omaha's Faculty Manual.*

In the News

Part-timers are making headlines around the U.S.
The following are excerpts from some recent articles. See a list of Web sites on part-time faculty at *www.faccc.org* under "Web Links."

Jan. 26, 2001
The Chronicle of Higher Education
Part-Time Faculty Members Try to Organize Nationally, by Courtney Leatherman

After seven years of shuttling among five campuses, teaching 16 courses a year as a part-timer in the Massachusetts community-college system, Michael Dubson felt defeated by his profession. In an act of defiance, he placed an ad in Poets & Writers magazine, calling for "Adjunct Horror Stories." He rented a P.O. box, and the responses poured in.

Now, more than three years later, Mr. Dubson has edited the collection of academic nightmares for a book, *Ghosts in the Classroom: Stories of College Adjunct Faculty—and the Price We All Pay,* which he is publishing this month through a company he started out of his home, Camel's Back Books. He calls the book "an act of rebellion, revenge, activism, and healing."

It is also a rallying cry. And rallying part-timers is what attracted Mr. Dubson to a [FACCC co-sponsored] conference on adjunct faculty members, at San Jose City College this month.

For three days, more than 160 academics here packed into sessions on organizing, coalition building, and collective bargaining at a conference aimed at mobilizing part-timers in the United States and Canada. This was the fourth conference of the Coalition of Contingent Academic Labor—a loose group of part-timers, graduate students, and full-timers who are off the tenure track. Many here believe the conference marked a turning point in the movement to organize part-timers.

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Jan. 14, 2001
The San Jose Mercury News
Davis seeks to spend $62 million to raise wages for part-time teachers/At community colleges, 7 out of 10 educators are temporary, by Becky Bartindale

After seven years piecing together a teaching career as a "freeway flier," shuttling among campuses and never earning more than $32,000 a year, physicist [and FACCC member] Timothy Dave finally landed a full-time job last summer at Chabot College in Hayward.

The pay is not as good as in his pre-teaching days, when he worked at the Lawrence Livermore Laboratory, SRI International and GTE. On the other hand, the 46-year-old Milpitas resident no longer has to borrow money if he wants to eat out with friends.

For every teacher who lands a tenure-track job, there are many who may never get so lucky. They are part-time college instructors, many with doctorates, who eke out a living on contract, earning thousands of dollars less than the full-time, permanent faculty member in the next classroom.

***

Jan. 12, 2001
The Chronicle of Higher Education
MLA Moves to Encourage the Use of Full-Time Faculty Members, by Jennifer Jacobson

The Modern Language Association's governing body voted last month to create a system in which the association would give its stamp of approval to departments in which at least half of the credits are taught by tenured or tenure-track professors.

The plan was approved after delegates objected to a tougher proposal, which would have barred departments that fell short of the 50-percent standard from all M.L.A. activities, including the job bank.

As in recent years, the meeting of the Delegate Assembly, held as part of the M.L.A.'s annual meeting here, was dominated by contentious discussion of the job market and the status of graduate students and adjunct professors.

***

Dec. 25, 2000
Community College Week
Report: Adjuncts Could Earn Same Salary Flipping Burgers, by Patricia Smith

LOS ANGELES—[FACCC member] Sam Russo's days often start at 4 a.m. To cobble together a living, Russo, a part-time philosophy professor, teaches at two southern California community colleges that are 46 miles apart. He's not paid for the time he spends grading work, preparing lessons or holding office hours for students.

So to make ends meet, he teaches more courses than some full-time faculty.

"I've taught 10 classes many semesters—that's a double load," he said. "And doing that, I made about half what a full-time faculty member would make. That's exploitation no matter how you look at it."

Russo has been doing this for 14 years. And he's not alone. A report released last month by the American Historical Association finds more colleges are increasingly depending on part-time faculty, and that those adjunct instructors are more poorly paid than their full-time counterparts.

Promise *continued from page 9*

I have taught seven to 10 courses every semester to cobble together a living wage. Were part-timers to receive a fair wage (equal pay for equal work), they would be able to teach perhaps five classes between two colleges. They would then be able to earn a liveable salary without placing life and limb in jeopardy as a "freeway flyer" or "roads scholar." There would also be a significantly less amount of non-productive time: time spent driving when they could be creating learning-enhancing projects for their students or working on pedagogies that would greatly increase their students' learning experience.

Even though my expectations of becoming a full-time faculty member in the California Community Colleges system have all but vanished, would I change any part of the past 12 years? Absolutely not!

I have had the privilege over the years of working with many incredibly talented colleagues. I have also had the privilege of teaching and learning from many incredibly talented students. This has made the journey of the years worthwhile.

Sam Russo, a FACCC member since 1994, teaches philosophy at El Camino College and other community colleges in Southern California. He was FACCC's 2000 Part-Time Faculty Member of the Year.

The Part-time Instructor & His Son
YEP. IF YOU FACTOR IN YOUR PREP TIME AND TIME GRADING PAPERS, I'M MAKING, OH, ALMOST $4 MORE THAN YOU PER HOUR. SICK HUH?
BURGER BARN
BURGER BARN
"A STABLE OF MEATY TREATS!"
DO WHAT YOU LOVE & THE MILL FOLLOW

Matt Hall

Greenhill *continued from page 9*

mission, and so it's important that we pay attention to it and listen to both sides. They both make important points.

(1) **The treatment of part-time teaching faculty is unfair and exploitative.** All part-time workers in the colleges are paid for the hours they work, all except part-time teachers, who are paid only for the hours they teach. The rest—class preparation, grading, marking essays, paperwork, helping students during office hours—is work that they are expected, more often than not, to volunteer. We don't treat our janitors like this but when it comes to faculty it seems to be OK! Yet education is what we are about. The treatment of our adjuncts is an embarrassment to our colleges and a disservice to our students.

(2) **Full-time faculty members are not overpaid,** but at the same time they must recognize that they benefit indirectly from adjunct exploitation. For if indeed adjuncts were paid adequately within the limits of our current budgets, full-time salaries would have to go down. So it's not good enough to just blame the state and then ignore the plight of our adjunct colleagues. We must all make every effort to end this exploitation.

(3) **Part-time teachers have the same responsibilities** to students as their full-time colleagues, but they must recognize that their responsibilities to the college are not as extensive. It's fair that the salary scale reflects these differences.

(4) **College administrations bear a special responsibility** to end the exploitation of part-timers. It has become an all-too-acceptable routine in higher education to use poorly-paid adjuncts as a way of balancing the budget. Again, given the centrality of education in our mission and the values of fairness and equity that we espouse, this does not make sense. Instead, such exploitation should be viewed as unacceptable and its elimination should be a top administrative priority.

(5) **We must recognize that achieving the 75/25 ratio** of full-timers teaching 75 percent of classes is not the entire solution to the problem. Colleges must still treat the 25 percent fairly. We should add a third number here, say 75, to indicate the minimum ratio of part-time to full-time remuneration *per class* for similar classes. This would reflect the pay difference entailed by full-timers' committee and governance work and other obligations. So, we should mandate colleges to move diligently not only toward the 75/25 ratio but toward a 75/25/75 goal. We must also realize that increasing adjunct remuneration decreases the financial incentive for relying on part-timers, and so is the surest way to get colleges to reach the 75/25 ratio or an even better one.

(6) **We should take a second look at the 60 percent law,** which limits a part-timer's teaching load to no more than 60 percent of a full-timer's at any given college. It's intended to prevent adjunct exploitation but instead makes it worse, turning them into "freeway flyers" forced to find work at three or four colleges to make a decent living. Certainly there must be better ways of preventing colleges from abusing part-timers.

We are entering an era of competition with for-profit institutions that treat education as a commodity and turn the use of part-timers into a system. With courses centrally prepared and managed, and with a lot of material available on the Web, these part-timers may not be highly paid (they are all supposed to have a full-time job somewhere else anyway). But they don't have as much to do and they get a lot of support from the institution.

We in the California Community Colleges take a different view of education, of course. We think of ourselves as having a lot more to offer to students than those for-profits. But frankly, are we doing any better when we assign classes, without much institutional support, to poorly-paid freeway fliers who have to teach eight or nine three-hour classes each week just to make a living?

It's a miracle and a testimony to their dedication that so many part-timers do such a commendable job. But let's not pretend that we practice education with a capital E when we treat our front-line educators that way. We do not make sense, and we are not acting in accordance with our mission.

Gov. Gray Davis is proposing $62 million in the state budget to increase part-time faculty salaries and $4.7 million to expand the office hours program. This is wonderful news, but it is not enough. We should do more and we can do more.

For instance, we can make sure in contract negotiations that adjunct pay raises are higher than full-time ones until their salaries catch up. We can also insist that administrative expenses not be allowed to rise at the same rate as the total budget, with the savings going to adjunct salaries. Our colleges are not always models of administrative efficiency—we all know that—and several of them, as we found out recently, do not obey the 50 percent law that requires colleges to spend 50 percent of their budgets on faculty salaries. So there is room for compression in that area, and redirection of priorities toward adjunct remuneration. We must insist on that.

There are other ways, of course, but whichever method we use, ending the exploitation of adjuncts must remain a high priority in all our colleges. We owe it to our part-time colleagues, to our students and to ourselves.

Jean Lecuyer teaches physics at Glendale Community College. He is chairman of the FACCC Communications Committee.

Study on Faculty Salaries Available in April

The California Postsecondary Education Commission is expected to adopt its long-awaited study of community college part-time faculty salaries at its April 1-2 meeting.

Kathleen Chavira, a senior associate at CPEC, said CPEC hired a consulting firm in the fall to conduct the study called for in FACCC co-sponsored Assembly Bill 420 [of 1999]. As part of the study, 22 community college districts participated in a survey that was distributed to full-time and part-time faculty. In addition to the survey, MGT of America, Inc. also reviewed bargaining contracts, salary schedules, and separately surveyed administrators.

The CPEC study may impact Gov. Gray Davis' actions on future budget and policy decisions, and the California Community College's 30,000 part-time faculty members will use it to lobby legislators.

CPEC has no formal role in state budget decisions, but may be asked to testify in legislative hearings.

The study will be available at *www.cpec.ca.gov* in April.

—A longer version of this article appeared in the Winter issue of Off Track.

Officials Listen to Part-Time Concerns

FACCC and California Part-Time Faculty Association co-sponsored a Sept. 19 luncheon at San Diego Mesa College to open the lines of communication between adjunct faculty and government officials.

The event featured Sen. Dede Alpert (D-Coronado) and California Community Colleges Board of Governors member Rich Leib, who came to hear stories of "partly-paid" faculty. FACCC Executive Director Jonathan Lightman and San Diego City Councilwoman Christine Kehoe attended, along with 50 faculty members. Kehoe was the successful FACCC-endorsed candidate for Assembly District 76.

The panelists offered different perspectives on the issues affecting part-time faculty. The luncheon left me with a new determination to make sure legislators join in the uphill battle to end the two-tier hiring system.

—Excerpted from Linda Janakos' commentary in the Winter issue of Off Track. *Linda Janakos teaches English at Santa Monica College and is working on a documentary about part-time faculty labor conditions.*

Faculty Focus

Senate President Shares Vision for Ohlone

by Mark Lieu, Ohlone College

My first priority for this year is to reinvigorate the faculty at my college with a clearer understanding of its own power.

Over the past few years, the pressures of enrollment management, changes in college leadership and the challenges of implementing a new computer support system have taken their toll on faculty energy and enthusiasm.

Faculty members have felt a loss of control and an increasing frustration. As a result, they have gradually relinquished some of the hard-won powers granted to faculty in Assembly Bill 1725 [of 1988]. Through increased communication and education, I am working toward a renewed awareness of faculty roles in college governance.

My second priority is to reinvigorate the faculty with a focus on improving our lives as teachers. Working together with the chairman of the staff development committee, I want to bring to our faculty members a quality program that will enrich their lives as teachers. We need to provide more support to our newly-hired full-time faculty, and I want to encourage communication between teachers about teaching and being a teacher.

Both of these priorities connect with my vision for Ohlone College's future. With a strong sense of its role in governance, faculty will assume its rightful place as a collaborator with the administration, board, staff and students in determining the direction of the college and its educational programs.

At Ohlone, these include the planning for a permanent college center and new programs to respond to local industry's needs. With strong support for their work in classrooms, labs, offices and libraries, faculty members will bring the best of what they have to their teaching mission.

With both of these things, faculty at Ohlone College will be prepared to shape and reshape the college in response to future challenges, both as teachers and as leaders.

Mark Lieu is faculty senate president and an associate professor of English as a Second Language at Ohlone College in Fremont. He has been a FACCC member since 1990.

Rawls Helped Shape New Disney Park

by Grant Cooke, Diablo Valley College

Jim Rawls' five-and-half-year odyssey to the heart of Disney's California Adventure—the new $1.4 billion theme park adjoining the original Disneyland in Anaheim—started with a single phone call.

"I was in my office between classes when the phone rang," the 55-year-old Diablo Valley College history instructor said about that day in October 1995. "It was Rick Rothschild, a Disney executive. He had been reading some of my books on California. He said he wanted to build a 'second gate' to Disneyland and asked if I would like to work with him as a consultant."

What began simply enough snowballed into a creative connection between Rawls and Wait Disney Imagineering in Glendale.

Rawls, a FACCC member who for five years in the early 1990's was Bay Area radio's "Dr. History," is one of California's foremost historians. He is the author of more than two dozen books. Before he knew it, he'd become deeply enmeshed in creating of one of the world's most unique theme parks. It's the only one, in fact, to focus on something as specific as a state.

At first, Rawls did seminars for the Imagineering executives on California and "California Dreaming," the long-time theme of his classes and scholarly work.

"They wanted this park to be a celebration of the California dream," Rawls said, "a place where visitors could understand how remarkable California is, a special place where people come to reinvent themselves, where anything is possible.

"They drew upon many of the ideas and observations from my California history class and wove them into the fabric of the park," Rawls said. "They were very receptive to my suggestions and tried to keep the details as authentic as possible."

One of his suggestions became the California Craftsman style of the Grand Californian, the park's accompanying hotel. The park also uses selections from Rawls' class soundtrack as its theme music.

Most of "the bits and pieces" from his class went into *Golden Dreams*, the park's introductory 20-minute film. Michael Eisner, chairman and CEO of Walt Disney Company, describes it as the "heart of the park." The film's writer, Tom Fitzgerald, head of Theme Park Productions, spent a day with Rawls.

"We sat in the downstairs study of my Sonoma home, near the historic old mission, and hammered out the concept for the script and the 12 key scenes," Rawls said. "We started with Queen Calafia as narrator. She was the queen of a mythological island from a 16th century Spanish novel. California got its name from her. She was a black, Amazonian female and she's played by Whoopi Goldberg in the movie."

Jim Rawls

Golden Dreams is made by some of the best creative people in the business, including an Academy Award-winning cinematographer. The film opens with a pre-contact 16th century Chumash Indian village near San Luis Obispo and then seamlessly traces the state's major developments.

"It's an honest story," Rawls says. "We didn't shy away from the facts. Some of California's people, like the Indians and the early Chinese, weren't treated well.

"Most of the park is about the sunnier aspects of California—it is, after all, a theme park. But *Golden Dreams* is the one place where we had a chance to deal with such serious issues as ethnic conflict, nativism and discrimination.

The film is shown in a replica of San Francisco's Palace of Fine Arts. The theater's banner carries a variation of the title of one of Rawls' books, "Golden Dreams, the People, the Place, the Adventure."

Disney's California Adventure is constructed on Disneyland's old parking lot. The new entrance is called Downtown Disney, and includes the hotel, upscale shops, restaurants and entertainment. The park is divided into three "lands." The first is Paradise Pier, an idealized beach park; the second is Hollywood Pictures' Back Lot, telling the story of the film industry's enormous impact on the state; the third is called the Golden State, which features replicas of landmarks such as the Golden Gate Bridge.

Those who worked on the project got a sneak peek before the Feb. 8 grand opening. Rawls went with his wife, son and daughter.

"It was wonderful to see the completed park together with all the plumbers and the artists who helped build it," Rawls said. "It was spectacular. The finished park tells the story of us in California. We can see ourselves in the California dream. The dream that brings us all together."

Grant Cooke is Diablo Valley College's director of marketing.

CALENDAR

MARCH
Community College Month

March 16-17—Teaching, Learning & Technology Workshop, Oakland

March 18—FACCC Board of Governors, Sacramento

March 19—FACCC Leadership Lobby Day

March 19—Nominations close for FACCC board election

APRIL
April 2—Deadline for *FACCCTS* submissions (Technology)

April 30—Nominations close for FACCC Awards

Late April—Vocational Ed Workshop, Golden West College

MAY
May 4—Winning with Diversity Workshop, So. Calif.

May 5—FACCC Board of Governors meeting, Sacramento

May 29—FACCC Board of Governors election results announced at *www.faccc.org*

July
July 2—Deadline for *FACCCTS* submissions

September
Sept. 28-29—FACCC Conference, Fairmont Hotel, San Jose

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Irene Menegas, Marjorie Lasky, Thelma Epstein and Mona Field

Faculty Member of the Year Award
Teresa Aldredge, Bill Scroggins, Lee Haggerty, Charles Donaldson, Leon Baradat, Cy Gulassa, Larry Toy, Barbara Schnelker and Edith Conn

Part-Time Faculty Member of the YearAward
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November 10, 1998

Evelyn "Sam" Weiss, President
Faculty Association of California Community Colleges
926 J Street, Suite 211
Sacramento, CA 95814

Dear Sam,

When FACCC approached me early this year about authoring AB 2804 to improve retirement benefits for California's teachers, I was a bit skeptical. I knew it was a great idea, and a fair and necessary step, but I also knew that we would encounter a great deal of political opposition, especially from Governor Pete Wilson's administration, which has not been kind to public employees.

With the help of the Los Angeles AFT College Guild, you hired former Assemblyman Phil Isenberg to assist us and we began to put together a workable strategy. When we developed a plan to pay for the retirement improvements, and convinced the governor's finance department of its viability, I became confident this proposal was truly possible. We were then able to assemble a coalition of unions and faculty groups from around the state to advocate for the STRS package.

Thanks to you, the FACCC Board of Governors, your persistent and talented legislative advocates and the support of the unions and STRS, we have achieved an historic victory on behalf of our faculty – the largest STRS improvements in 25 years.

Without FACCC's steadfast and committed efforts it is doubtful the STRS benefit increases would have occurred. I am proud to have been the author of FACCC-sponsored AB 2804 and an integral part of this great success.

Sincerely,

Michael Honda

MIKE HONDA
23rd District

Commentary

Classrooms of the New Millennium

by Rich Leib

I'm honored to be president of the California Community Colleges Board of Governors while Gov. Gray Davis continues his strong commitment to improving our educational system.

My priorities during the upcoming year revolve around the budget—continuing to have the community colleges funded at record levels. My other goals for this year include improving the transfer rate to University of California and California State University and strengthening the economic development programs at our community colleges.

The 2001-2002 budget is where I'm placing most of my energies and I'm excited about the governor's January proposal. One of the board's main goals has virtually already been achieved—funding for our part-time faculty. We worked hard late last year and early this year with the Davis administration to ensure that this year's budget includes funding to increase the compensation for our deserving part-time faculty. I was pleased when the governor's proposal included $62 million for this program.

I'm working closely with board members to make sure that other key items in this year's budget are funded, including a budget augmentation to correct the funding inequity between the various community colleges. In San Diego County, where I live, most of the community colleges receive far less per student than most of the other colleges in the state. Something must be done to correct this inequity.

My other budget priority is to increase funding for noncredit programs. Currently, several community college districts in the state are spending a significant amount of money educating recent immigrants and other students in need of basic education. Our community colleges are providing a valuable resource for the state and need money to continue this program.

Gov. Gray Davis believes that student transfers from community colleges to UC and CSU must increase. I agree and want to make this one of the board's top priorities.

One of the board of governors' functions is to oversee the Partnership for Excellence program to make sure the community colleges meet the stated goals. Since increasing the transfer rate is one of the program's top goals, I want to make sure that the colleges are spending this money on achieving this goal. We also hope that the Legislature will approve another $100 million augmentation this year so that these colleges will continue to have additional money to increase their transfer rates. Setting up transfer centers and hiring more full-time faculty are just a few areas where colleges can use Partnership for Excellence funds to ensure that more community college students are receiving a quality education and transferring to a UC or CSU.

My final top priority is to increase funding for workforce preparation. Since my appointment to the board in 1998, I have been amazed by the number of innovative programs community colleges are engaged in with the private sector to better equip our students for the workforce. One example is the successful Cisco Academies flourishing at several community colleges.

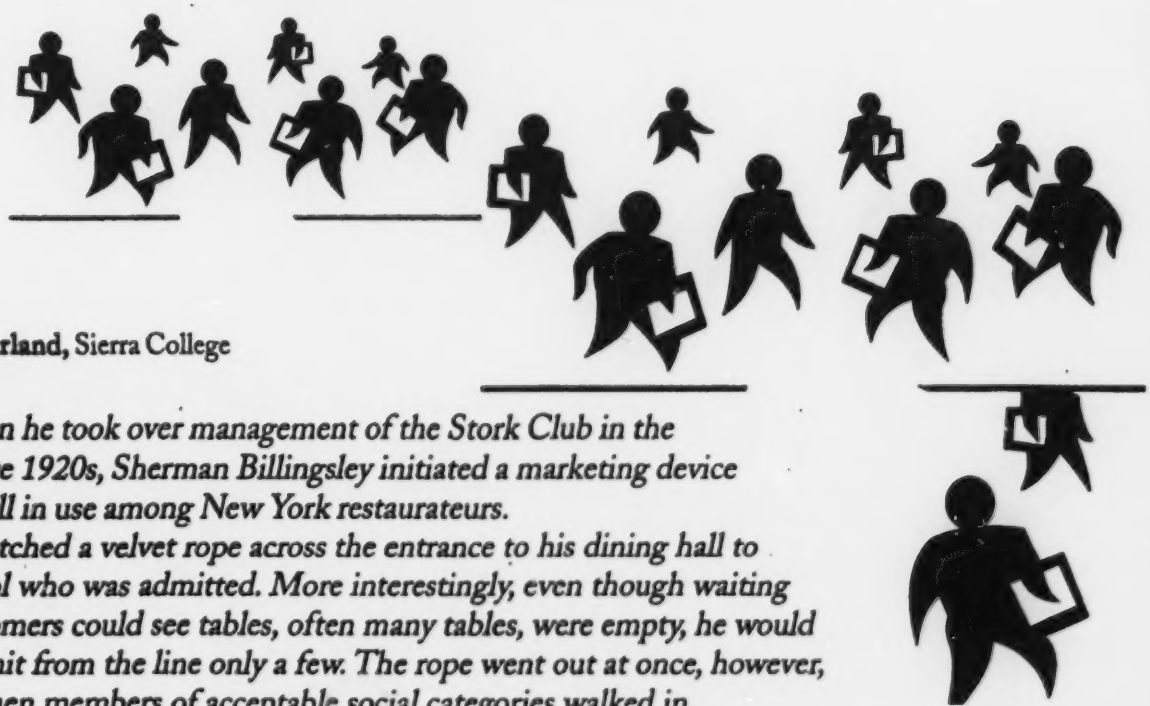
With the changing economy, I agree with Speaker of the Assembly Bob Hertzberg that the community colleges are the classrooms for the new millennium. We need to work with the private sector to determine what jobs will be expanding in the next few years and better prepare our students so that they can succeed in the new economy.

We have the ability to accomplish these goals because we have a dynamic board that cares about our system and is willing to work hard to achieve these goals. In addition, we have both a governor and a state Legislature that understands the value community colleges have in our educational system and are willing to provide additional resources to fund these new and expanded programs. I look forward to an exciting and productive 2001.

Rich Leib is an attorney at law and vice chairman and managing partner for Del Mar Ventures. He is president of the California Community Colleges Board of Governors.

Share your views on this commentary by writing a letter to the editor. See page 5.

Grubbing the Colleges the Wrong Way



by John McFarland, Sierra College

When he took over management of the Stork Club in the late 1920s, Sherman Billingsley initiated a marketing device still in use among New York restaurateurs.

He stretched a velvet rope across the entrance to his dining hall to control who was admitted. More interestingly, even though waiting customers could see tables, often many tables, were empty, he would admit from the line only a few. The rope went out at once, however, when members of acceptable social categories walked in.

Honored But Invisible: An Inside Look at Teaching in Community Colleges
Edited by W. Norton Grubb
Routledge, 1999
Paperback, 416 pages

Order this book online through the FACCC Book Service at *www. faccc.org*. Type the author or title in the search box.

Meanwhile, the aspirant emptors endured their humiliations and, once seated, forked over more than the food was worth, all to bask in the prestige that radiated from the more privileged patrons. An institution's eminence, it seems, is determined by the groups it serves.

Certainly, that is true for higher ed. Students apply to Harvard, often against great odds, on the chance they just might win mingling rights with the hoitiest of the toity; further, that those rights, once secured, might be extended for a lifetime.

In this calculus, the absence of good teaching counts as no more than the cost of doing business. It might even add to the allure, as Mount Everest's dangers do to climbers. In any event, more than 80 percent of undergraduates admitted to such user-unfriendly environments do get their degrees there.

Not so at Berkeley, whose admittance standards are nearly as rigorous as in the Ivy Leagues, but 40 percent of whose freshmen don't graduate from there. The term "reverse transfer"[1] refers to failing University of California students who shift enrollment to other (usually community college) campuses.

We might expect a bit less cheek, then, from Berkeley Ed Depters who bemoan the perceived failure of someone else's teaching. Yet a team of eight such, "W. Norton Grubb and Associates,"[2] charge that the nation's community colleges have proved unable to perform their assignments as "teaching colleges." In *Honored But Invisible*[3], the screed which advances this thesis, the Grubbs write: "the very attributes (i.e., diverse students) that make the community colleges distinctive also create pedagogical challenges that go unrecognized and unresolved."

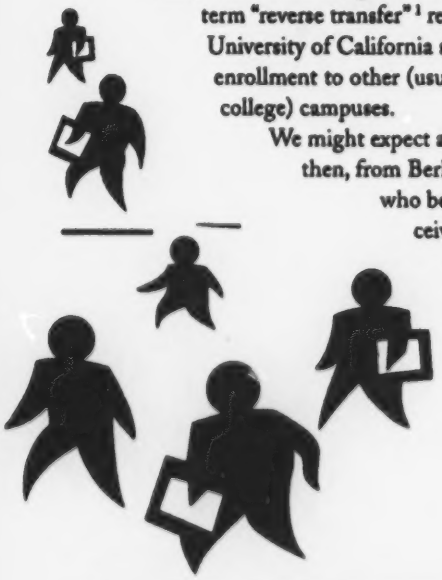
Of course, "the very attributes" we associate with Berkeley—academically talented, highly motivated students—seem also to have posed "unresolved" challenges. We bring up the address from which the Grubbs launch their complaints about us less to savor an irony, however, than to note a pecking order. They would never consider offering to tidy their own disordered house, yet insist on helping out the disadvantaged of the community college.

"...Those of us who care deeply about our community colleges and our students may debate some of the particulars of this volume, as I myself do, but if we are debating across departmental and bureaucratic boundaries, we are already moving in the right direction.

"Time and money are spent on all kinds of special programs. Yet, those who have most contact with students, those charged ultimately with the responsibility for student competence and student success, are often 'invisible,' as the title suggests, when the important decisions have to be made, and when research is conducted.

"We may not want to look in the mirror this important volume is presenting, but there's too much at stake for us not to have those debates, not to raise those questions, especially of ourselves."

—Steven Steinberg, Santa Monica College.
From his review of *Honored But Invisible* published in *Community College Review* (North Carolina State University), Fall 1999.



[1] Misused in the book under review here as the enrollment of university degree holders in CC classes.

[2] With Grubb, they are H. Worthen, B. Byrd, E. Webb, N. Badway, C. Case, S. Goto and J.C. Villeneuve.

[3] Subtitle: An Inside Look at Teaching in Community Colleges

Like any Gene Autry western, the Grubbs' tome does not require that we wait long to find out who the villains are. Soon after the camera rolls we find that the black hats are worn on CC campuses by certain faculty. They are the ones who privilege the dread condition "teaching" above the more exalted "learning," the two gerunds seemingly incapable of simultaneous existence. These are also the teachers who treat their students as "passive" receptacles rather than "active learners," and fortify this unhappiness by practicing "top-down" (vs. "bottom-up") methodology. In this Manichaean world the teacher is either "a sage on the stage" (naughty) or "a guide on the side" (nice).

In any event, a book full of accurately recorded gripes is hardly a sustainable indictment of the entire system of community colleges.

Rarely do the authors abandon this relentless dichotomizing as they examine some 29 "comprehensive" CCs and six technical institutes spread over 11 states. What they report finding in most of the 257 classrooms they visited are victims of "teacher talk,"[4] students left stunned, mute, uncomprehending and occasionally hostile by the experience. Only the infrequent lecture-free zone enlightens this essentially noir world.

Some observers believe that a Grubboid view of the CCs dominates the governor's office. Gray Davis has kept his enthusiasm for the CCs under complete control.

The harsh Grubbite search light touches on a wide range of disciplines but lingers most on vocational and skills-development courses, two areas in which they have published extensively before. Most of the teachers they interview admit they rarely discuss or share instructional strategies with others. Their interests run to their subject matter and they wallow unknowingly in their "lack of preparation and pedagogy." The typical in-their-own-words comment has an instructor expressing confusion or despair about, if not estranged from, his unprepared or unmotivated students. The stark picture the Grubbs paint, despite some heartening (and, they insist, rare) exceptions, is of a faculty by turns oafish, pompous, obtuse or simply overwhelmed.

They place some importance for this tragedy on the hiring interview, which includes no more than a 20-minute teaching demonstration, too little time they say for making meaningful findings. Far more weight is given to the applicant's command of her discipline. This misemphasis is reinforced later when those who have been put on tenure track ask for monies to hie off to a conference on the subject matter of their discipline rather than on the preceptorial arts of teaching it.

Some observers believe that a Grubboid view of the CCs dominates the governor's office in Sacramento. Gray Davis has kept his enthusiasm for the CCs under complete control, even during the high tide of state revenues when an occasional twitch (not to say gesture) of generosity would have cost him nothing. His blue pencil strikes tellingly whenever it reaches the staff development sections of the colleges' budget.

If the Grubbs' book is responsible for this, it has clout it really doesn't merit. Its most distinguishing characteristic is the fractured nature of its scholarship. For instance, the authors keep the names of the CCs they have visited coyly hidden. Thus, we have no way of knowing how many are from California and how representative of the state they might be. It is good as well to remember that, were all 257 classes reported on in the book set in California, that would still average less than three per campus.

[4] *Grubbese for "lectures."*

And what of the faculty comments that constitute so much of this book? Were they typical of all who were interviewed or merely the most dramatic? Were the results they reported the ones they wanted to begin with? In any event, a book full of accurately recorded gripes is hardly a sustainable indictment of the entire system of CCs.

Suppose, instead, that the Grubbers had studied the success of those CC students who transfer, at least on the West Coast, to public universities. In California, half of those sent on by the CCs would not have been admitted had they applied to the university out of high school. Yet they and their fellow transfers earn measurably higher GPAs when they enter California State University or UC than "native students" (who began there as freshmen.) They also do better on the junior-level CSU writing test than do CSU's native students.

This is not a datum of little consequence, since about 50 percent of the units on most CC campuses in California are subscribed by "transfer" students. But the more important point is that it is one datum more than all the systems-wide information about "student success" that can be found in all 367 pages of the Grubbs' text. The fact is that the Grubbs never tell us how well students learn in the CCs, only how "badly" they are taught. Nor is this the worst of their approach.

In an incautious moment the Grubbs grant that their dislike of teacher-centered instruction lacks empirical support. "If the approaches to teaching we have presented are so fundamental," they confess, "one might expect more evidence about their effectiveness. *However, there is very little.*"[5] The paragraph in which this admission appears contains three convincing arguments about why such evidence does not exist and acknowledges that we are left "without clear empirical justification for one [pedagogical] approach over another."[6]

And so, the Grubbs' fulminations are justified mostly by their intuition. The student wretches they saw falling prey to the pernicious sages on the stage may, however improbably, have learned as much—even more!—than those tutored by the felicific guides on the side.

It might be worth reminding ourselves, moreover, that the Grubbs' case is designed to transfer hegemony over the CCs from disciplines to Ed Depts. If they are successful they will have worked a spectacular counter-revolution, reversing the most significant faculty victories of the 1960s. The professionalization of the CCs was begun with legislation that decreed that a master's degree or its equivalent warranted an instructor to teach.

The old Junior Colleges hired teachers whose certification—the General Secondary Credential—was attested to by Ed Depts. In reality this testimonial credentialed *deans*, permitting them to treat teachers as interchangeable parts who could be assigned to any class from grades seven to 14. The wall motto of that regime read: We don't teach subjects, we teach children.

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[5] *Italics added, p. 43.*

[6] *They fess up again, in note 3 on p. 242.*

Though they never articulate it the Grubbs harbor a similar value system. The students whom they describe as populating the CCs are, for whatever reason, not of higher ed level. Their daunting skills deficiencies permit the authors, then, to separate them from university students and insist that they require different pedagogies; beyond that, that methodology, given the CC clientele, exceeds course content in importance.

The research the Grubbs present in *Honored but Invisible* makes what the British would call a rum case.

In fact, they advance their argument in the teeth of what is now an enormous literature about skills deficiencies throughout higher ed, reaching even into elite campuses. This latter may not be a new problem but rather the late discovery of an old but unknown one. Into the 1960s students at "the best" colleges could earn a gentleman's C largely by attending class. George W. comes to mind. Sadly, in the harsh new world everyone, including the scions of wealth and power, must perform intellectual tasks above the level of video games, even those for which their genes have supplied inadequate tools. The gap between Berkeley and Bluecollar College is not so great as the Grubbs presume.

Absent the evidence as to what constitutes good instruction, we should nurture a culture in which diverse styles flourish.

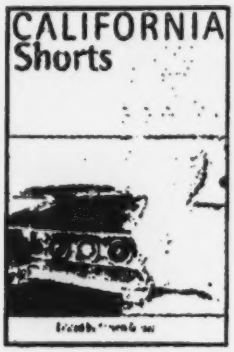
And then there is the absence of any mention of CC faculty organizations, whose existence stands against the Grubbian characterization of CC instructors as professional isolates. In California, at least, the Academic Senate, FACCC and the unions all sponsor state-level conferences dedicated to wide ranges of classroom matters. Voc ed associations schedule workshops on topics from pedagogy to grant writing. A CCC staff-development association, many of whose members are faculty, encourages examination of a broad range of alternative teaching styles.

This said, we cannot doubt that, in matters of who attends them, the CCs are closer to McDonald's than the Stork Club. Without velvet ropes our status in higher ed will remain at the bottom. We should nevertheless not allow this position to open us to unrequested ministrations from people of high pedigree who might wish to swoop benevolently down on us, redefine our colleges and reduce the instructors' place within them.

The skill of teaching is important everywhere in higher education, but nowhere does it dislodge the significance of what we teach. Absent the evidence as to what constitutes good instruction, we should nurture a culture in which diverse styles flourish. Behind that could lie a presumption, at least as supportable as anything advanced by the Grubbs: that there is no single way to reach all students and that different people should be permitted different ways to learn. It hardly follows that the deployment of some of these methods is proof that CCs across the nation fail to teach.

John McFarland teaches history at Sierra College in Rocklin. He is a former FACCC president and has written for FACCC publications since 1972. McFarland was a 1995 recipient of the Hayward Award for Excellence in Teaching.

Writers Explore Daily California Life



California Shorts,
edited by Steven Gilbar
Heyday Books, Berkeley, CA, 1999
Paperback, 339 pages

Order this book online through the FACCC Book Service at *www. faccc.org.* Type the author or title in the search box.

Reviewed by Lee Hancock,
Los Angeles City College

Haven't selected your books for next semester? Looking for lively leisure reading?

Take a peek at *California Shorts,* an anthology of 21 stories by living California writers who paint vivid pictures of how we live in the Golden State today.

Editor Steven Gilbar has chosen stories by a diverse group of writers, male and female, young and older, well-known and novice, including Alice Adams, T. Coraghessan Boyle, Chitra Divakaruni, Gerald Haslam, Mark Helprin, James D. Houston and Katherine Vaz.

Each story gives us a glimpse into a world most of us have not lived in or even observed.

The tales take place from the early 1900s to present day; each is genuine and unique. There are no knee-slappers here. These are serious lives—people on the edge of society or on the edge of difficult relationships. Some of the characters are sad, some tragic, some funny. Few are happy.

Here are some of the folks you'll meet: Robby and Donny, both on the street at 13, homeless and poor, stealing food to survive; Walter, a crazed Vietnam vet obsessed with warning the world of the nefarious CIA; Tuttle Albers, a dignified, literate chauffeur who finds a bold zoologist to love; Martha, an 18-year-old pregnant teenager living with the naïve faith that her "man" will return; Maria de la Luz, telling about her large Mexican family led by a hard-working father living in hard times; a young Japanese immigrant farm worker; a young mother living in the early 1900s; a gardener who flirts with his customers and steals a dog from one of them. This is just a sample.

Each story gives us a glimpse into a world most of us have not lived in or even observed. Yet each tale is complete in itself, offering something new and different. The language of each story is quite different from all the others, as black dialects, poetic descriptions and street dialect surprise and sometimes startle the reader. For instance, "tule fog dense as oatmeal."

The stories take place in many different California locales, from Trinity County to San Diego, showing not only the diversity of the people who live here, but of the many physical Californias that exist—mountains, deserts, forests, cities, rivers, beaches, hick towns and urban centers. We have it all.

The breadth of lives, loves and sorrows found in our state are richly presented in this book. We meet erring husbands, sullen babysitters, irresponsible mothers of very responsible daughters, cement workers, farmers, musicians. However, I did not find any struggling part-time community college teachers.

I would recommend *California Shorts* as leisure reading for every FACCC member, and for students in any college composition or literature class. And it wouldn't hurt to send it to all your friends in the East who ask you why you want to live in California. We may have earthquakes, floods and landslides, but we have the most interesting people living here—and you can meet some of them in this book.

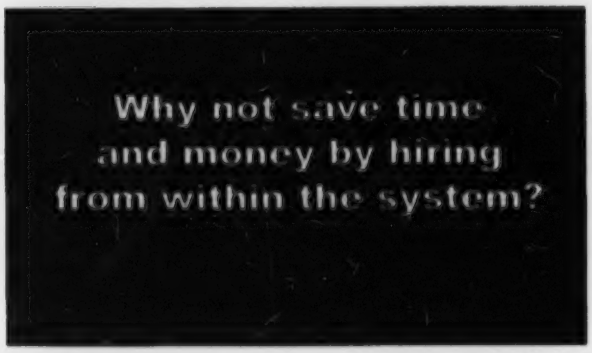
Lee Hancock, a FACCC member since 1992, teaches English composition and literature at Los Angeles City College. After 30 years of correcting compositions, she finally retired, but came back to teach one class. She missed the students.

BEST COPY AVAILABLE

Hiring Practices *continued from page 10*

To complicate matters, the California Community Colleges system is under pressure to diversify its faculty ranks to more appropriately reflect the student population's cultural and socioeconomic makeup. Rallying under the banner "diversity in hiring," the system has responded by proposing outrageous hiring protocols that would effectively penalize many part-time faculty members who seek full-time teaching positions.

It has been suggested that appropriate sensitivity and training at various levels within the hiring process is necessary to insure fair and equitable consideration for part-timers who wish to be employed full time. While such efforts have been undertaken and while faculty hiring committees and human resources departments are acutely aware of diversity considerations when evaluating candidates for full-time faculty appointment, a cursory look at the numbers over the past 25 years does not paint a very pretty story.



District presidents are under constant pressure to balance their budgets, and have been doing so in large part on the backs of part-time faculty. When you have to pay, on average, only 37 cents on the dollar to secure the services of highly qualified part-time instructors, no economic incentives exist to move even a few of these individuals up to full-time status, which incurs benefits and additional salary costs.

District managers are now saying that the candidate pool in-district, intra-district, and in-state is not sufficiently diverse to allow for diversity in hiring. So rather than fill full-time slots from the ranks of currently employed part-time faculty, they choose to continue to hire more part-time faculty, thereby continuing to save the district money while "holding open" the prospect of hiring the "right" candidate when the opportunity arises.

Conducting statewide, regional and nationwide searches seems to be a favorite pastime of full-time faculty and administrators. Both full-time faculty and administrators look "outside the box" to "freshen and invigorate" the ranks of full time faculty. Doctorate and master's candidates with 30 or more units (often without any teaching experience) are encouraged to apply, never mind the stalwart and dedicated part-timers who toil daily and rejoice in their students' successes.

So, when will districts begin to hire some of their own part-time faculty to fill full-time faculty slots? Well, when it becomes an economic possibility. That is, when it costs roughly the same to hire either a part-time faculty member or a full-time faculty member, therefore, part-timers' call for equal pay for equal work.

Until then, hiring committees and administrators will largely resist hiring full-time faculty, preferring instead to continue to hire part-time faculty, even in the face of increased pressure from the system and from part-time faculty to remedy this situation. Voluntary programs based on "doing the right thing" do not have the force of economic necessity, and until it becomes more expensive to keep hiring part-time faculty, very few part-timers can look forward to converting their positions. The exploited will continue to be exploited, and those who are the direct beneficiaries of this exploitation will continue to enjoy the fruits of their obfuscation and backpedaling.

A first step in seeking remedies would be to impose a legislative mandate on all college presidents and superintendents. We should require them to interview and rank all part-time faculty members who have expressed an interest in teaching full-time within their districts before going out of state to recruit candidates for full-time positions. If, as has been suggested, about one-third of all part-time faculty are interested in full-time employment, and if, to be hired, they had to meet the same requirements as full-time faculty members, then why not save time and money by hiring from within the system?

Hiring practices will improve when one of two things happen: either part-time faculty are paid as much as full-time faculty for work they both do, or presidents and superintendents finally hire part-timers from within the ranks of currently employed part-time faculty to fill newly-created and recently-vacated full-time teaching positions.

Either of these possibilities would signal a revolution in the California Community Colleges system. Anything less will not result in any meaningful changes.

Robert Yoshioka teaches sociology at Allan Hancock College in Santa Maria and is the part-time faculty representative for Southern California on the FACCC Board of Governors. He has been a FACCC member since 1998.

FACCC Bills

Bill numbers are pending for the following FACCC-sponsored and co-sponsored legislation.

- **Whistleblower Protection Act** (Horton, D-Inglewood)
  Expands the existing Whistleblower Protection Act to protect community college faculty from retribution for reporting district policy and/or fiscal violations to the state auditor.
- **Community College Budget Stability** (O'Connell, D-San Luis Obispo—Pending)
  Provides California Community Colleges with state budget deficit and property tax backfill protections similar to budget protections provided K-12 schools.
- **Disallow the Practice of "Permatemp" Employees** (Goldberg, D-Los Angeles). Makes it a violation of the state Labor Code to intentionally hire an employee for purposes of lower pay and benefits. Community college part-time faculty would also receive job protection seniority and/or rehire rights. Co-sponsor with statewide faculty and employee unions.
- **Part-Time Faculty Equity** (Goldberg, D-Los Angeles)
  Addresses policy recommendations (if needed) included in the California Postsecondary Education Commission Part-Time Faculty Study. Co-sponsor.
- **Part-Time Faculty Retirement** (McLeod, D-Chino)
  Gives part-time faculty the authority to select Social Security, California State Teachers' Retirement System or an alternative district-offered retirement plan. Requires college districts to inform part-timers of these options.
- **Remove CalSTRS Maximum Age Factor Cap for Career Teaching** (McLeod)
  Increases the current 2.4 percent maximum age factor to 2.6 percent for career teachers (those with 30 years or more service credit who have earned the 0.2 percent "Career Bonus"). Co-sponsor.
- **Assembly Bill 135—Increase CalSTRS "Purchasing Power" to 80 Percent** (Havice, D-Cerritos)
  Increases the existing 75 percent "purchasing power" to 80 percent to protect CalSTRS retiree pensions from the loss of purchasing power due to inflation. Co-sponsor.
- **AB 135—Remove the CalSTRS Service Credit Requirement for Highest Year** (Havice)
  Eliminate the 25 years service credit requirement for calculating CalSTRS pensions based on the highest year of compensation, rather than the highest consecutive 36 months. Co-sponsor.

Medicare Hospitalization Benefits Funded

For the past two years, the California State Teachers' Retirement System board sought ways to relieve the health care burden of many retired educators.

The board decided in 2000 that paying Medicare Part A premiums for those members without free coverage would be an important step toward that goal.

The board sponsored (and FACCC co-sponsored with the Retirement Coalition) Senate Bill 1435, which Gov. Gray Davis signed into law to allow CalSTRS to pay Medicare Part A (hospitalization) premiums and any applicable late-enrollment surcharges for eligible members, starting July 1, 2001.

To be eligible, CalSTRS members (1) must have retired before Jan. 1, 2001, (2) are receiving a monthly CalSTRS allowance and (3) are not eligible for premium-free Medicare Part A (hospitalization) on their own. To receive the benefit, members must enroll in both Medicare Part A and Part B (doctor visits).

In January, CalSTRS mailed informational packets to members who will be age 65 or older by July 1, 2001. The packets stress the importance of calling Social Security, (800) 772-1213, to enroll in Medicare Part A and Part B.

Retired members who turned 65 before Oct. 1, 2000, must call Social Security between Jan. 1 and March 31, 2001. Retired members who turn 65 after Oct. 1, 2000, need to call no later than three months after their 65th birthday.

The Teachers' Retirement Board will determine this year whether to extend coverage under this benefit program to members who retire on or after Jan. 1, 2001. CalSTRS will mail information regarding this potential extension to those affected; the CalSTRS *Bulletin* and Web site, *www.calstrs.ca.gov*, will also contain the information.

Questions?

At Medicare's request, CalSTRS must defer Medicare enrollment questions to the Social Security Administration, which handles Medicare enrollment. Call them toll-free at (800) 633-4227 or go online at *www.medicare.gov*.

General information about Medicare and other health insurance programs is also available from the California Health Insurance Counseling and Advocacy Program. Call toll-free, (800) 434-0222.

For questions about CalSTRS paying the Medicare premium, call CalSTRS at (800) 228-5453.

Action

FACCCTOTUM

Do not follow where the path may lead.
Go instead where there is no path
and leave a trail.
—Unknown

We have to understand that the world can only be grasped by action, not by contemplation. The hand is more important than the eye...
The hand is the cutting edge of the mind.
—Jacob Bronowski

If it weren't for the last minute,
a lot of things wouldn't get done.
—Michael S. Traylor

Life is like a sewer. What you get out of it depends on what you put into it.
—Tom Lehrer

You have to make more noise than anyone else...if you are really going to get your reform realized.
—Emmeline Pankhurst

Don't agonize. Organize.
—Florynce R. Kennedy

The reason to pick up the pen or the paintbrush is to fight back.
—Tina Howe

Between the idea
And the reality
Between the motion
And the act
Falls the shadow
—T. S. Eliot

We are the curators of life on earth.
We hold it in the palm of our hand.
—Helen Caldicott

Reform is born of need, not pity. No vital movement of the people has worked down, for good or evil; fermented, instead, carried up the heavy, cioggy mass.
—Rebecca Harding Davis

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FACCCTS

JOURNAL OF THE FACULTY ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGES
Volume 7 Number 4 June 2001

FACCC is the "Best Political Voice for Community College Faculty in the State."
— Sacramento News & Review

Digital Democracy Does It Exist?

Technology Training & Planning in the Cyber Age

Also: Teaching Psychologically Disabled Students p. 16 • Resisting Retirement p. 29

WILLIAM DOMNARSKI
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AUTHOR, *IN THE OPINION OF THE COURT*
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CALENDAR

JUNE
June 15—Deadline for Legislature to pass state budget

JULY
July 2—Deadline for *FACCCTS* submissions (see new guidelines and topics at *www.faccc.org)*
July 13-15—FACCC Board of Governors retreat
July 20-Aug. 20—Legislature's summer recess

SEPTEMBER
Sept. 14—Last day for Assembly and Senate to pass bills
Sept. 28-29—FACCC Conference, Fairmont Hotel, San Jose
Sept. 30—FACCC Board of Governors meeting, San Jose

OCTOBER
Oct. 1—Deadline for *FACCCTS* submissions
Oct. 14—Last day for the governor to sign or veto bills passed on or before Sept. 14

Read the ***FACCC Weekly E-mail Report*** and visit *www.faccc.org* for the latest news and events. FACCC members: e-mail your full name to *faccc@aol.com* with the subject "Subscribe Weekly Report."

Also, join the FACCC listserves. E-mail (1) *FACCC-subscribe@yahoogroups.com* for general community college and FACCC discussions (2) *CCC-PartTime-subscribe@yahoogroups.com* for part-time faculty issues and (3) *FACCC-Newhire-subscribe@yahoogroups.com* for issues concerning faculty hired in the past five years. Leave the subject and message blank, or write "SUBSCRIBE."

FACCCTS/June01

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2000 APEX AWARDS FOR PUBLICATION EXCELLENCE

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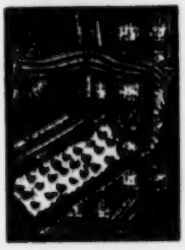

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FACCCTS

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Hiring Preferences Not the Answer

Re: Robert Yoshioka's article ["Hiring Practices in the CCC: Where Does the Buck Stop?" March 2001]. While he makes many valid points about the economic disincentives that work against the hiring of more full-time faculty, he confuses this issue with the separate issue of preference for local candidates. While part-timers are indeed exploited by a system that underfunds community colleges, we should maintain fair hiring practices.

Robert notes that the "homegrown" candidate should be recognized for their previous service, teaching, student evaluations and colleagues input, which of course, they should. However, giving them preference over other candidates who are equally dedicated but from some other area is not only unfair to non-local teachers but also unfair to students. Since full-time faculty direct disciplines and chart the future of departments, (and may be around for 30 years) we must hire the best candidate available for a position. The simple fact is that many local part-timers are hired out of a pool of one to three candidates. For a full-time position we may have 60 to 100 candidates. While the math may seem to tilt to non-local candidates, in my discipline, art, of four full-timers, we have two former local part-timers (I am one), and two from other areas.

I have been on several hiring committees. While they can be contentious, committee members are genuinely interested in doing the best for students by hiring the best candidate. Any system of preference would only get in the way of quality and probably be an endless source of lawsuits.

Part-time faculty who are advocates of preferential hiring practices have a huge economic stake in the issue. Those who are against it (and who often favor more money and benefits for part-timers) have no economic stake at all, only a concern for quality. Administrators with their eyes on the budget are not against hiring local part-timers for full-time positions, they are against creating the full-time positions in the first place.

I am for more money for part-timers, office hours, benefits and more full-time positions, but not unfair hiring practices.

Edward Harvey
Allan Hancock College
FACCC member since 1989

Working Together

As I assume my responsibilities as the member of the California State Teachers' Retirement System board representing community colleges, I want to especially thank FACCC for its support. [Re: "FACCC Member Appointed to CalSTRS Board," *InFACCC*, March 6]

When the Los Angeles College Guild and FACCC began to work together on retirement reform in 1997, we could scarcely have imagined that by 2001, our hard work would have helped improve retirement benefits so dramatically for community college faculty—in some cases, by as much as 40 percent.

The leadership of FACCC deserves a great deal of credit for these improvements. John Baley, the chairman of the FACCC Retirement Committee, has consistently articulated the concerns of community college faculty at the CalSTRS client advisory council. FACCC President Carolyn Russell has effectively led the legislative lobbying efforts to pass key legislation.

Good communication has been critical to this effort, and FACCC has been the leader in that department as well. As we expand the college guild Web page to report regularly on retirement issues, we know we will be linking readers to *www.faccc.org* both to track pending legislation and to read the *FACCC Weekly E-mail Report*. My personal thanks to all of you who do this good work so well.

In closing, may I assure the FACCC leaders and all FACCC members of my strong commitment to represent the interests of community college faculty as their board member of the largest teachers' pension plan in the United States.

Carolyn Widener, West Los Angeles College
FACCC member since 1992

Widener Will Make Us Proud

I was very pleased to hear that our governor has assigned our Carolyn Widener to her new position [*InFACCC*, March 6]. I have known Carolyn for several years, and know her "track record," which is excellent. I appreciate the support she received from FACCC and know she will make us proud.

Please keep up your good work! We appreciate your accomplishments!

Charles C. Lunt, Construction Technology Department
Los Angeles Trade-Technical College
FACCC member since 1996

FACCCTS welcomes letters. Write to FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790 or e-mail *faccc@aol.com*. Please limit letters to 250 words or less and include your name, address and daytime phone number for verification. *FACCCTS* reserves the right to edit letters for length, clarity and style.

The Digital Democracy: Expanding the Community College with Online Classes

by Troy Myers, Sacramento City College

Few topics have aroused as much intensity at the community college as distance education, with perhaps the most vigorous concern being directed at the delivery of courses over the Web.

This should be no surprise. Most faculty members have never taken a class online. Few if any actually completed their major coursework, let alone a degree, over the Internet. And most of us derive genuine satisfaction from the interaction we experience in the classroom; it is why we teach.

The idea of attempting to replicate the human context of the face-to-face experience seems by nature impossible, even irresponsible. Further, unwise decisions (and attempts at decisions) by administrations across the country have many of us on the defensive. When the budgetary bottom line conflicts with quality of education, we reflexively fear for the student, and no one denies that computers cost money.

Finally, there is what I call the ATM syndrome: how many bank tellers have been replaced by electronic keypads that never close, don't need healthcare in any conventional sense, and require no retirement? If bank tellers, why not teachers?

The new and rapidly developing nature of online pedagogy and applications does allow for a limited wait-and-see posture (limited in the sense that if colleges don't freely support gifted instructors in the new medium, there will be plenty of waiting but nothing to see). For ultimately all delivery methods, all pedagogical approaches, should be evaluated, retooled, retried, questioned and dialogued, and online is no exception.

It's my belief, however, that as the years tick by, online will not fade into the correspondence-school oblivion that David Noble and others have prophesied. On the contrary, quality online education is a healthy and natural extension of the community colleges' fundamental mission: educating citizens to improve their options within our democracy. Online technology is a Promethean Fire. Those pioneering in this field are building the new Digital Democracy.

As I've said, concerns about something as radical as putting courses on the Web are natural, even healthy. These questions generally fall into two categories: What about the instructors? And what about the students? Usually these are reversed in discussion, but as this is a faculty publication, why not begin with those of us who put in the long, chalk-dust days?

The ATM Professor Myth

First, there is no way that academic instruction can be equated with the work of an automatic teller machine, or an assembly line robot, or those annoying pre-recorded telephone menus that many of our colleges already use. When a machine can teach as well as a human, I'll move to Stepford. It's not going to happen, and those colleges that are already experimenting with hybrid processes like interactive tutorial CD-ROMs to teach developmental math, for example, do so at their own academic and ethical risk.

True, I do recall some of my college teachers who might compare poorly against such programs, but they were the minority. The courses I remember best had strong instructor presence and active instructor support. Perhaps some very basic skills can be taught via interactive media, but I for one cannot think of a single college class that would fit that category in its entirety. And while very few students can learn alone by reading the textbook, even those individuals are disserved by such process. There may have been some initial "how-many-teachers-will-this-cut?" salivation by college administrators who had relaxed their mental grip on higher education's fundamental purpose. But learning outcomes and student feedback will show again and again that without student instructor contact, students don't learn effectively. Of all the fears associated with online delivery, the computer-replacing-the-teacher myth, I feel, is the most unfounded.

Investing in Real World Skills

Technological cost is a much more complex issue. It's difficult for me to think back to my undergraduate days, when I typed my papers on a typewriter, when research meant weight-lifting through dusty indexes, when the only way to leave a note for a professor was to make a trip to the department mailboxes on the fourth floor. Since that remote time (the 1980s) communication and document production have been revolutionized; as an English professor, I cannot even imagine the ways engineering and the sciences have changed.

What most intrigues me about the online issue is that some of the faculty members who oppose Web courses on financial grounds (just how many instructional dollars are going into technology, anyway?) are regular users of the office computer, the Internet search engine, the electronic card catalog, perhaps even the informational Web site for students. Yes, computers cost a lot of money, as does maintaining a campus Web server via broadband (how many of us would like to search databases from work at 28K?). Online indexes and

full-text resources generally charge libraries each year. And think of the plethora of other technological appliances we use, from VCRs to overhead projectors to scanners to voicemail systems.

But what is the alternative? True cost effectiveness would have us walking in the olive grove with Aristotle; forget climate-controlled buildings. To remove all instructional technology would save money, but it would leave students poorly prepared for life in the digital age, and I would be very surprised if private and prestigious colleges ever adopted the questionable wisdom of returning to a Webless, ribbon-and-ink culture.

And the simple fact is that once the infrastructure to provide a campus Web site is in place, the additional cost of offering courses online is quite minimal. Perhaps the college purchases a course management system like Blackboard, maybe a separate instructional server (that can be outsourced); very little more is required. If anything, online instruction involves additional faculty training and support, which costs a little, but which places financial resources directly back into instructional quality. If a campus is willing to function even fundamentally in the technical air of the 21st century, it can go online for less than the cost of what many campuses spend on duplicating instructional material, much of which, incidentally, can be read online.

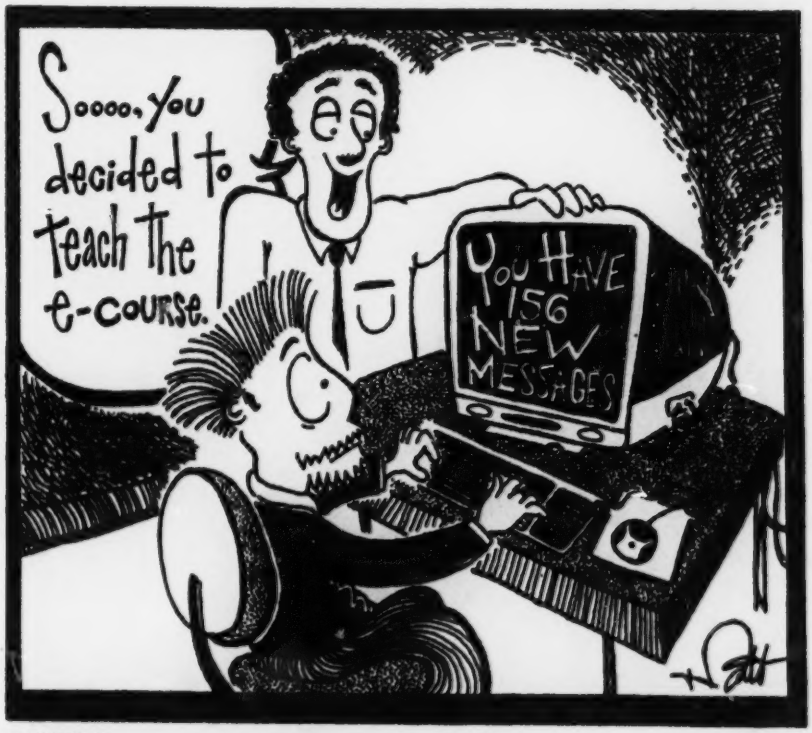
The Bottom Line

But of course the bottom line in our business is educating our students, and what about them? Is any delivery method worthwhile that diminishes the achievement of course goals? Absolutely not. If online is a second-rate, substandard format then we shouldn't use it. And what about the campus community? Won't this fall by the wayside? Doesn't online mean that in 20 years my community college will be on a tall, ivy-covered antenna covered in corporate logos? Again, no.

Many community college students need greater structure than is provided in an online course; without the social support and constant accountability of the face-to-face class these students fall behind quickly. Online is not for them. Nor is it for students whose learning styles are incompatible with what technology can currently provide.

The greatest source of success I have seen in any student is drive, desire to apply and succeed. If this is lacking, a student may find the constant demands of an online class too difficult. For surely, learning and teaching online require greater effort. But there are community college students who have the desire, the maturity and the time to participate in Web-based courses. And everything I've seen in my personal experience and in publication shows that these students do quite as well as those who took the face-to-face class. At least in terms of academic outcomes, I do not believe the evidence,

See Digital, page 28



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Matt Hall

Only Connect

The California Virtual Campus Comes of Age

by Joseph Georges, El Camino College

At one college, squirrel invasions have brought down the campus power grid four times during the last five years.

At another, construction has forced a shutdown of electric power several times since 1998.

And at many colleges in recent months, California's electricity crisis has led to canceled classes and even campus closure for the day.

The need for 24/7 Internet reliability is one factor that led the California Virtual Campus last year to arrange for the hosting of online courses at locations with substantial protection against electric outages. During the past 10 months, community colleges that were using one or another of the supported course software packages could participate in the program at no cost to themselves for their first 15-20 online classes and at reduced cost for any classes after that. And so far, at least, no rolling blackout has knocked out the hosting servers that students access.

This pioneering course-hosting initiative has been just one of the projects undertaken by the California Virtual Campus since its creation in 1999.

Serving the State

The CVC consists of five state-funded centers operating under the direction of the California Community Colleges Chancellor's Office.

Four of the centers are regional and are intended to assist community-college faculty and staff in various geographical areas such as the Los Angeles and Bay regions in creating and maintaining online courses and programs.

The fifth center is a statewide professional development center that has responsibilities for training and Internet-based professional development. It also manages an online catalog of distance learning that serves all segments of California higher education. The catalog is at *http://www.cvc.edu/catalog.asp*. It was inherited from the late California Virtual University, an entity created in 1996 that ceased to function in March 1999 when its privately-obtained funds were exhausted.

Among the resources for distance educators available through the CVC centers are assistance in making distance-learning needs assessments and training in the use of course management software. During the last 20 months, at least 1,000 faculty and staff members have participated in training workshops taught by CVC staff or supported with CVC funds. Most of that training has been in the pedagogy and art of using software designed for conducting classes online.

Recognizing Innovative Instructors

The creation of Web-based classes involves every bit as much of a commitment of knowledge and teaching skill as the creation of on-campus classes. But development of online classes may involve substantially more time and will certainly involve acquiring new proficiencies.

CVC leaders think it's important to recognize outstanding efforts. Last year, with financial support from Pearson Education, the California Virtual Campus instituted the first

Building a Virtual Campus

by Paul Meyers and Heather Ostash, Cerro Coso Community College

A virtual campus, or online program, involves much more than simply putting courses online.

It involves all areas of the college, requiring a comprehensive institutional commitment and the dedication of significant resources.

Student success is tied not only to providing quality instruction, but also to providing quality support services. Offering instruction and student services through new modes of delivery require significant faculty and staff training and ongoing support.

To ensure the quality of both online course instruction and student support services, the "traditional" on-campus divisions of instruction and student services must merge into a collaborative relationship that focuses on comprehensively meeting the needs of online students. Faculty members from both areas must be directly involved in the program decision making and policy making from the onset of the program and continue to

See Virtual Campus, page 35

CVC Best Online Teaching Website Award. A panel of judges led by Foothill College's Vivian Sinou gave first place and a $2,500 award to Dennis O'Neil of Palomar College's Anthropology Department. (His Web site is at *http://daphne.palomar.edu/anthro100/default.htm.)*

Honorable mentions went to FACCC members David Diaz of Cuesta, Scott Hildreth of Chabot, Dave and Don Megill of MiraCosta, and Jodi Reed of Cuyamaca; and Barbara Zingg and Scott Vigallon of Las Positas.

More information about the program is at *http://pdc.cvc.edu/cvcaward/*. We expect to award a similar prize in October. As far as we know, the California Community Colleges system is still the only one in the country to have established this recognition.

Conference and Expos

The CVC now sponsors or co-sponsors four conferences and expos.

"Online Learning and Higher Education" was held last fall at Lake Tahoe and will be held again from Oct. 14-16 in Huntington Beach. While this conference coordinated by the California Virtual Campus' Professional Development Center emphasizes teaching, and features the presentation of the Web site awards, the spring conference focuses on online student services.

This year the student services conference coordinated by CVC Region 4 was at Napa Valley College in April. (See sidebar for details)

We also held two expos, one in February in the southern region and another held April 27 in the L.A. region at Los Angeles Trade-Technical College. The Los Angeles Community College District and CVC Region 2 jointly sponsored the latter. You can read more details at *www.cvc2.org/tech-pubexpo/*.

Regional Specialties

The five California Virtual Campus centers share some responsibilities. Course Web-hosting, for instance, is a joint effort. But each center makes its own distinctive contributions.

The CVC center at Coastline College, for example, awards grants in its region for developing model online courses. The Bay Area center at DeAnza College, through an arrangement with Eduprise, which provides e-learning services, maintains an online resource center for faculty and staff.

The Los Angeles regional center at Rio Hondo College has conducted a three-day workshop on managing distance education. And, in addition to coordinating the online student services conference, the Region 4 center at Cerro Coso College has an extensive mentoring program for colleges in the area.

The CVC Professional Development Center, hosted by El Camino and Santa Monica colleges, has launched a number of academic and instructional-support community Web sites based upon field of specialization. Each site has one or more co-leaders. The initiative's purpose is to provide a means by which faculty members at different institutions can network and discuss matters of common concern with others in the same specialty, particularly matters having to do with online education and the technologies employed in it. In some fields, there are professional organizations that can address this need. In others, there has never been any sort of organization that focused on the situation of community college faculty. You can find more information about these communities-in-the-making at *http://pdc.cvc.edu/*.

Multimedia Education

The Professional Development Center, with funding assistance from the CVC regional centers, also coordinates California Community Colleges participation in the Multimedia Education Resource for Learning & Online Teaching Project. The MERLOT Project's mission is to improve the effectiveness of teaching and learning by expanding the quantity and quality of peer-reviewed computer-related learning materials that faculty can easily incorporate into courses.

Faculty from 23 participating higher education systems in the U.S. and Canada are developing resource sites in 12 academic fields; other sites will be added later this year.

The state Academic Senate has chosen five California faculty members as peer reviewers. One of them, FACCC member Dave Megill, is co-leader of the MERLOT music site. So far, California's and Virginia's community colleges are the only state systems that are full MERLOT members. The MERLOT Project invites all faculty members to explore its Web site at *www.merlot.org/*.

The California Virtual Campus assumes that the number of online programs and courses will continue to increase. It's important that faculty members maintain local control of curricula. But there are online education support services that the California Virtual Campus can provide effectively on a regional or statewide basis to faculty and institutions that want to take advantage of them.

Joseph Georges, a FACCC member since 1997, is director of the California Virtual Campus Professional Development Center. A political theorist by training, he is a member of the political science department at El Camino College in Torrance. His article "Kafka on the Net: Community Colleges' Domain Names" was published in the October/November 2000 edition of the American Association of Community College's Community College Journal.

Four Principles of Technology Training

by David P. Diaz, Cuesta Community College

It's a simple concept: technology training should focus on what faculty members can use in their own classrooms to help their students learn.

But trainers don't always keep this in mind. About five years ago, I was co-teaching a week-long workshop in multimedia software. The faculty participants were enthusiastic and wrote glowing evaluations: "This is great. We learned so much."

One evening at dinner, I asked some of them how they'd use the information they learned. Their reply: "Oh, we don't have this software at our campus." It turned out they were all PC users, while the software they had just learned was Mac-based. A PC version wouldn't be out for another year.

In my 10 years of conducting technology training on college campuses, I've seen many changes, one of which has been in the type of faculty customers. The first wave was made up of techno-savvy instructors who were gung-ho to learn anything new. The second wave is not as easily impressed by technology for technology's sake. They're open-minded, but they want more practical classroom applications.

It's not clear, though, whether traditional technology training models will be sufficient to meet the needs of this escalating second wave of consumers.

Kenneth C. Green, author of the yearly survey "The Campus Computing Project" said that the two top instructional technology (IT) challenges confronting institutions of higher education are "assisting faculty [to] integrate IT into instruction" and "providing adequate user support." To this end, institutions invest heavily in staff, hardware, software and other resources to support a traditional training program.

Apparently, they have not invested enough. F. Robert Walczak, in a February 2001 *Converge* magazine article, points out, "...about 25 percent of a given technology budget in the private sector goes to training. In the schools, it is a breathtakingly low 6 percent."

Even if colleges increase spending on training programs, it's not clear whether traditional training methods are adequate to address training and support needs. William Bridges, in an article from the book *The Leader of the Future*, said the speed and frequency of organizational change creates a state of urgency for organizations to develop new forms and practices.

New forms and practices are definitely needed when it comes to technology training for faculty. Traditional training programs promote gradual, incremental change, while keeping pace with the rapid and frequent change of the technology age requires radical innovation.

More important than funding is the problem of focus. Traditional training methods often have a focus that prevents optimal technology training for educators. I use and teach four principles for administering technology training and support that I developed in my doctoral research. I've tried and tested each principle in faculty technology workshops on campuses statewide. These training principles focus on values that are shared by most, if not all involved. Thus, with better buy-in from the faculty, training is more efficient and leads to more rapid deployment of instructional technologies into the classroom.

Principle One

Technology training and support should emphasize good teaching, not good technology. Faculty should use technologies because they're indispensable to the teaching and learning process, not merely because they exist. One pitfall of traditional technical-based training is that it focuses predominately on the technology.

One pitfall of traditional training is it focuses on the technology.

Pedagogy-based technology training, on the other hand, focuses on preparing teachers to implement newly gained technology skills and knowledge. It focuses on generic knowledge and skills that faculty can adapt to any classroom, regardless of discipline, hardware or software.

Examples include designing collaborative and discussion assignments on the Web, addressing learner preferences and learning styles in the technology-mediated classroom, the role of learning theory in selecting instructional technologies, and the pedagogics of multimedia presentation. I described the differences between pedagogy-based and technical-based training more fully in the article "Technology Training for Educators: The Pedagogical Priority," in the March/April 2000 *Computer-Using Educators* newsletter.

In my role as Cuesta's faculty distance education mentor, I meet individually with faculty members and also deliver pedagogy-based training workshops. I try to allow teachers to reflect on their own teaching and learning styles, and what they believe are "good teaching practices." Along the way, I expose them to new ways of thinking about teaching and

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learning and help them decide what technologies might best support their needs. This type of training creates better buy-in from faculty members. They know that at the heart of the impetus to implement technology is a foundational concern for good teaching and learning principles.

Principle Two

Technical-based training should focus on how to *use* it instead of how to *build* it. Traditional training teaches faculty how to build educational products, such as Web sites and PowerPoint presentations, and focuses on the teacher as technician. However, teachers should not be considered primarily technicians. Instead, they should be considered "end-users" and their considerable expertise should focus on teaching and learning activities, not on specialized tasks or repetitive "techno grunt-work."

Trainers should distinguish between pedagogy-based and technical-based training. Pedagogy-based technology training should be a precursor to, and should drive the focus of, subsequent technical training. Technical-based training should focus more on mission-critical technical skills such as those that help faculty implement instructional technologies. Faculty should leave other repetitive or complex specialized tasks to skilled technicians or student help.

Principle Three

Distribute product development across the organization. Traditional technology training makes faculty members the sole developers of educational products. This model will not suffice in the 21st century. There are too many technical skills that faculty must master in putting, say, a quality Web site online, or creating a compelling PowerPoint presentation.

Colleges must support a team-based approach. By using the talents of many people, institutions can distribute the workload of product development across individuals and departments.

This is not only more time and energy efficient, it also serves as an integrated "cross-training" mechanism that helps team members learn from each other. These teams could be composed of a faculty member who provides the product concept, and other specialists including digitizing technicians, and software, graphic design and technology pedagogy specialists.

In a team approach, faculty members would share their instructional concept with the rest of the team, who would then work together to bring the project to fruition. Schools operating on a shoestring budget might consider employing techno-savvy students as team members.

Principle Four

Bring more training and support to the teacher, not the teacher to the training and support. Inherent in the traditional training and support model is the concept that "if you build it, they will come."

Many institutions are building enormous, costly facilities that will house sophisticated technological hardware and software to better prepare their faculty. Unfortunately, teachers who train on the latest and greatest hardware and software rarely have this equipment available to them in the "trenches."

We need to bring more training to faculty members (or to their virtual space). That is, rather than focusing on the trainer and training, as in traditional face-to-face workshops, the focus is on the learner and learning.

This is the very same learning-centered principle that we in the community colleges encourage faculty members to use in the classroom and this is why we advocate, in many instances, distance education. This principle accommodates the learner by allowing faculty members to remain largely in their own, familiar environment and optimizes their time spent "on task."

David P. Diaz holds a doctorate specializing in Computing and Information Technology and teaches health and physical education at Cuesta Community College in San Luis Obispo. He also serves as the college's faculty distance education mentor. After teaching at the college level for 23 years, his philosophy is still the same: "Get the hay off the loft and down onto the barn floor where the cows can get at it."

Read More About It

- William Bridges, "Leading the De-Jobbed Organization," *The Leader of the Future,* pp. 11-18. Jossey-Bass, 1992.
- David P. Diaz, "Technology Training for Educators: The Pedagogical Priority," *Computer-Using Educators* Newsletter, pp.1, 25-27, March/April 2000.
- Kenneth C. Green, "Paying the Digital Piper," *Change* magazine, March/April 1995. See *www.campuscomputing.net/archive/change/marapr95.html.*
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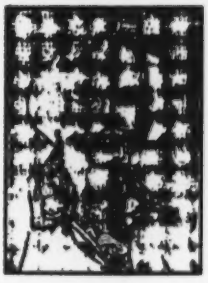
- F. R. Walczak, "Theme and Variations: The Workplace is That Space Between the Ears," *Converge*, p. 62, 65, February 2001.

Keeping the Lights On



Carolyn Russell

Just when we thought the California Community Colleges would have their year in the sun, we discovered that the solar panels weren't in place.

While legislators were occupied with keeping California's lights on during the energy crisis, how did FACCC maintain its faculty-focused agenda?

The California Community Colleges finally got Gov. Gray Davis' attention. FACCC advocated for a budget with an emphasis on faculty needs. Davis' January state budget proposal included a $522.7 million increase in ongoing, one-time and capital outlay funds. He also reshaped the CCC Board of Governors with more faculty-friendly appointees that included one FACCC member, one former FACCC staffer and the reappointment of another FACCC member.

At press time we weren't sure how the "May Revise" would pan out, but we're glad Davis heard us. His proposals included:

- Increased overall funding (3.91 percent Cost of Living Adjustment, 3.5 percent growth) *[3.87 percent COLA in the May Revise—Editors' note]*
- $62 million to begin closing the part-time faculty salary gap and a $7.8 million increase for part-time faculty office hours to expand the program and cover a shortfall from last year. The money for part-time faculty was mainly due to FACCC's continuing call for attention to the problem through legislation (Assembly Bill 420 of 1999 and AB 2434 of 2000), and to a successful request for a state audit.

Other FACCC achievements might fall under the label "ensuring system-wide accountability."

- Most college districts failed to meet the "75/25" standard of full-time faculty teaching 75 percent of classroom instruction. Some large districts still hover around 50 percent despite receiving high Full Time Equivalent Student revenues. FACCC supports AB 598 (Havice) to require districts to develop a five-year plan for attaining the 75/25 goal. Districts would have to show annual progress in each year that they receive unrestricted funding beyond Cost of Living Adjustment and growth funding.
- College districts also failed to meet the "50 percent law." College districts must spend at least 50 cents of each general fund revenue dollar (with some exceptions) on classroom instruction. A FACCC-requested state audit of 10 districts revealed that six were not complying with the law. Chancellor Tom Nussbaum has announced that districts must comply. In March, the state Board of Governors ordered three districts to add money to the amount they spent for classroom instructors' salaries in 1999-00.
- FACCC submitted a successful request to the Consultation Council to set up a counseling task force to examine staffing practices and counselor-student ratios. FACCC's research revealed huge disparities between districts.
- FACCC also submitted a successful request to the Consultation Council to celebrate "California Community College Month," which became a reality in April. FACCC also recommended the creation of a CCC Legislative Day with an alumni component, beginning in 2002. This is now in the works with Chancellor's Office help.

Retirement benefits remain a high priority. FACCC secured the following CalSTRS enhancements that went into effect Jan. 1:

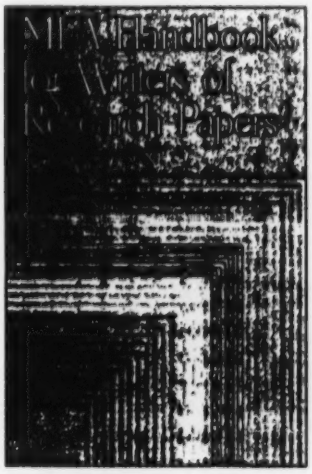
- Retirement benefits based on highest year of compensation for faculty with 25 years of service
- $400, $300 and $200 monthly bonuses for 32, 31 and 30 years of service
- A separate account made up of 2 percent of a member's 8 percent contribution, plus overload and summer school contributions, will provide additional benefits. (No benefit reduction occurs in the member's primary pension plan.)
- An optional lump sum advance allowed upon retirement (see page 39)
- Increased allowable earnings for retirees who return to teaching

FACCC was also pleased to actively support the nomination of FACCC Retirement Committee member Carolyn Widener to the CalSTRS board. The governor appointed her in March (see page 15).

I'm proud of FACCC's accomplishments. But the energy crisis will continue to occupy legislators' thoughts. So we need to remind them how important community colleges are to the state's economy. As Assemblyman Joe Simitian (D-Palo Alto) told us at FACCC Leadership Lobby Day in March, "Forty percent of us [in the Assembly] walked in the door in December." In other words, your legislators don't know a lot about community college issues, much less the faculty perspective. They need to hear from you.

Carolyn Russell teaches English at Rio Hondo College in Whittier and is president of FACCC.

TWO BOOKS THAT HAVE HELPED NEARLY FIVE MILLION WRITERS



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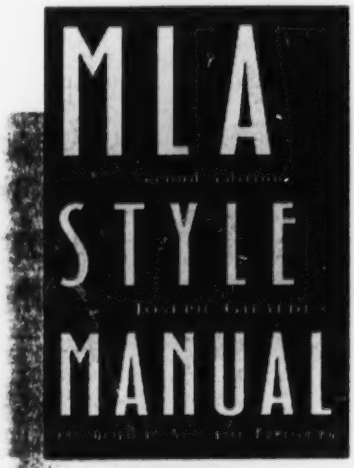

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Defining FACCC as a Professional Association

Jonathan Lightman

I'm not a fan of reality-based TV shows, but I was intrigued by the *Boot Camp* concept.

Watching drill sergeants bark commands to new recruits evidently galvanizes about 20 million Americans, translating into heavy profits for the Madison Avenue types pitching beer and lugnuts. I'm a bit mystified by the appeal.

Nonetheless, I participated in a boot camp two years ago. Not the "drop down and give me 20" type (even though I could probably use the exercise), but rather a boot camp for association executives.

While I wasn't particularly interested in hearing someone from the American Plastics Council extol the virtues of the Unrelated Business Income Tax (affectionately called "UBIT"), I thought mingling with my colleagues in the association world could benefit FACCC. After all, nine out of 10 adult Americans belong to one association, and one out of four belong to four or more. In the California Community Colleges world, nearly half of all full-time instructors belong to FACCC, and the number of part-time members continues to climb.

Consider the following from the American Society of Association Executives:

- More than 140,000 associations exist in the U.S., representing nearly every industry, profession, charity, hobby, cause and interest, and Americans are forming as many as 1,000 new associations each year.
- Seventy-one percent of all associations conduct industry research. Businesses and government depend heavily on associations like FACCC for statistical information, which is often not available elsewhere. In this era of term limits, FACCC's ability to provide information to short-timed policy makers becomes all the more critical.
- America's trade, professional and philanthropic associations are allocating one of every four dollars they spend to member education and training and public information. FACCC spends its professional development and communications money on workshops, conferences and award-winning publications. Sharing information with faculty is a key component of our work.
- Associations' annual budgets now exceed $21 billion, which translates into billions of dollars more in indirect benefits to the U.S. economy. And associations improve professional standards, which saves the government money.
- Associations enhance democracy by giving citizens a voice in government, providing venues for contact between voters and elected officials. Links to legislators at www.faccc.org, legislative alerts and Leadership Lobby Day are just a few ways FACCC helps connect faculty and politicians.

Interestingly, legislators, reporters and corporate sponsors know what we mean when we call ourselves a "professional association" representing community college faculty. It's our faculty constituents, both FACCC members and non-members alike, who question our identity. And that's understandable because our mission of advocacy and professional development overshadows our role as a professional association. The confusion is exacerbated when explaining FACCC's place among the unions and academic senates.

We need to define ourselves as the professional association for community college faculty and explain how our identity helps us succeed. It helps to know what distinguishes FACCC from other organizations.

- FACCC is a voluntary membership association. Choosing to belong sends a clear message about our industry's strength. FACCC's growth has paralleled faculty's increasing power.
- FACCC is dedicated to influencing decisions that affect community college faculty.
- FACCC is focused. We have no constituency other than community college faculty.
- FACCC is composed of and run by Californians who understand the Golden State. While we are free to advocate federal issues, we have no national office dictating our affairs.
- FACCC has members on all 108 campuses. We can easily translate the experience from one part of the state to public policy facing all community colleges.
- FACCC is faculty-driven and professionally managed.

This is what defines our association on the continuum of faculty organizations and makes it appealing to our members, both veteran and new faculty.

The next time you chat with your colleagues, ask if they're FACCC members. If they're not, take a few minutes to explain why it's important for them to belong.

You don't have to be a drill sergeant to deliver the simple truth: membership in your professional association is a professional responsibility.

Jonathan Lightman is executive director of FACCC.

Trustees Honor Baradat

The Association of Community College Trustees named MiraCosta College instructor and FACCC member Leon Baradat the 2001 Pacific Region Faculty Member.

Baradat, a former FACCC president who has taught political science at MiraCosta since 1970, is one of five instructors chosen nationwide, each from a specific region.

The award marks the latest in a long list of awards for Baradat. His first book, *Political Ideologies: Their Origins and Impact*, is in its seventh edition and been on the Prentice Hall best-selling textbook list three times.

Baradat developed summer educational tours of the Soviet Union, China, Southeast Asia and Eastern Europe, and founded the college's Center for International Understanding, which brings noted speakers to campus.

Smith Appointed to Master Plan Group

FACCC member Dennis Smith of Sacramento City College was appointed to the Workforce Preparation and Business Linkages Group of the legislative Joint Committee to Develop a Master Plan for Education K-University.

Smith is the second FACCC Policy Committee member named to one of the Master Plan working groups. Earlier this year, Carrol Waymon of San Diego Mesa College was appointed to the Professional Personnel Development working group.

Hayward Awards Announced

FACCC member Raymond Wells of Los Angeles Pierce College was one of four faculty honored in March with the Hayward Award for Excellence in Education.

Wells is a biology instructor and research associate for CSU's Ocean Studies Institute. He is a sponsor of the Marine Sciences Program, the largest and most diverse community college marine biology/oceanography program in California. He's taken his students on field trips to Catalina Island, Baja California, the Sea of Cortez and Central America.

The other Hayward winners were Michael Cassity of Feather River College, Christine Case of Skyline College and Bonnie Ann Dowd of Palomar College.

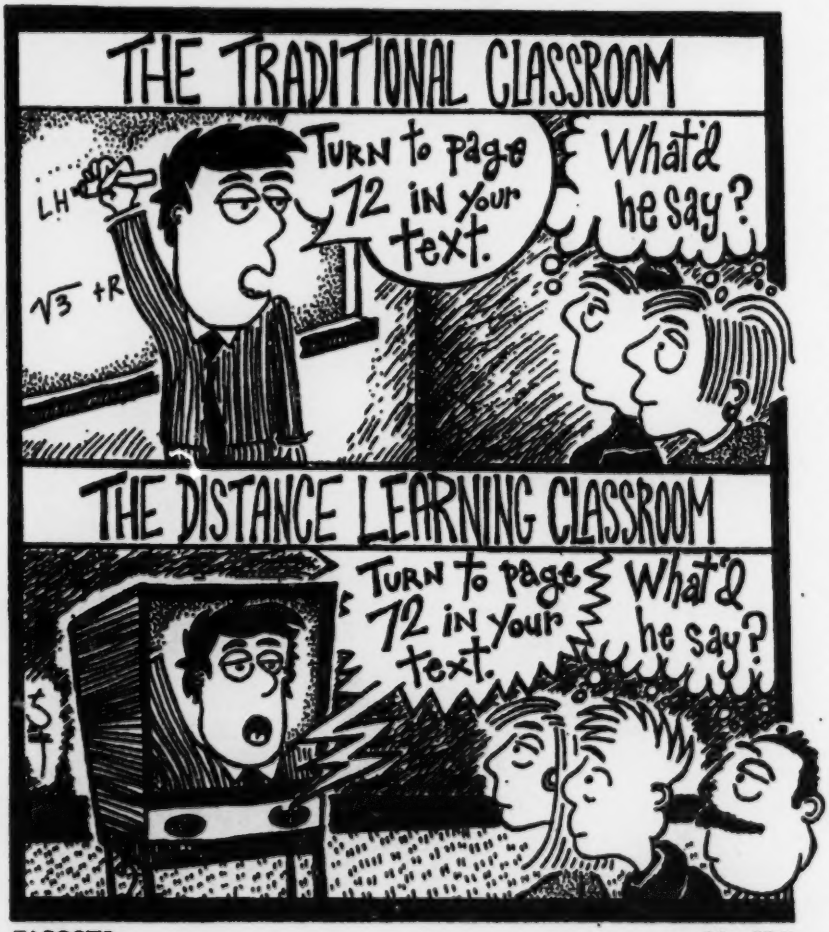
Maynard Receives Diversity Award

FACCC member and Mt. San Antonio College Communication Professor Phillip Maynard received the Campus Faculty Award at the Diversity in Teaching and Learning national conference, April 18-21 in Miami, Florida.

Maynard was honored for his contributions to diversity teaching and learning at Mt. SAC. He has participated as a staff and organizational development trainer on diversity in the workplace, and wrote a chapter on service delivery to diverse students and staff for Mt. SAC's five-star customer service training program.

Four Faculty Honored

FACCC members Tyra Benoit of Butte College, Nancy Malone of Diablo Valley College, and Ola Washington of Ventura College; as well as Sunshine Vidal of Fullerton College were



FACCCTS Matt Hall

honored April 19 for their affirmative action and cultural diversity efforts with the state Academic Senate's Regina Stanback-Stroud award.

The instructors were honored for demonstrating sensitivity to diverse learning styles, encouraging and helping students to realize their goals and get involved in campus life, and demonstrating sensitivity to creating a campus climate friendly to students of diverse backgrounds and interests.

Rice Diversity Award

George Ow, Jr., a graduate of Monterey Peninsula College, received the first John W. Rice Diversity Award in April.

Ow founded the American Dream Scholarship program at Cabrillo College in 1983. The program gives financial assistance to 10 or more ethnic minority high school students.

Award runners-up were Pamela Spoto of Shasta College; Pamila Fisher of Yosemite Community College District; Inge Pelzer of Chaffey College; and Cosumnes River College.

The award honors the memory of the former CCC Board of Governors member who served from 1995-2000. Rice was the board's spokesman and an innovator in affirmative action.

DeBolt is Coach of the Year

FACCC member Paul DeBolt of Contra Costa College was named 2001 California Coach of the Year.

DeBolt not only advises the college's award-winning newspaper, *The Advocate*, he also coaches the women's basketball team in his "spare time." This year, the team went 33-6 and was within one win of being the best in the state.

Maier is Carnegie Scholar

The Carnegie Foundation for the Advancement of Teaching has named FACCC member Mark Maier, an economics professor at Glendale Community College, a Carnegie Scholar.

Only 30 faculty from higher education are chosen from around the country each year.

Carnegie Scholars serve a one-year term during which they investigate and document work on issues in teaching and learning related to their field. They also spend two 10-day summer sessions together at the foundation.

Widener Appointed to CalSTRS Board

Gov. Gray Davis appointed FACCC member Carolyn Widener to represent community colleges on the California State Teachers' Retirement System board. FACCC actively endorsed her for this position because of her work on the FACCC Retirement Committee and her contributions in the recent CalSTRS benefits improvements.

Widener teaches English and is chairwoman of the Language Arts program at West Los Angeles College. She is active in the faculty union for the Los Angeles Community College District and serves on the CalSTRS Health Task Force. A FACCC member since 1992, Widener is viewed as a strong faculty advocate and an expert in retirement issues. (See page 4)

DVC Faculty Lecturer Named

The Diablo Valley College Faculty Senate has chosen geology instructor and FACCC member George Turner as the college's 2001 Faculty Lecturer.

For more than 30 years, Turner has taught science courses for DVC. Besides geology, he has taught chemistry, geography, physics and physical science.

Turner spoke on the *History of the Future of Diablo Valley College* on April 4-5. In his lecture, he dealt with the timeless themes of power and authority, truth and honesty, succeeding and failing.

"I bring the perspective of one who has basically spent a lifetime in California public schools as a student and as a teacher. The major turning point for me was a community college. I cherish this institution deeply."

Green Appointed to Bar Board

Gov. Gray Davis appointed FACCC member Jan Green in March to the State Bar Board of Governors.

Green is San Bernardino Valley College's director of health services and a professor of business administration, marketing and management. She serves on the FACCC Political Action Committee; FACCC supported her appointment.

The State Bar of California is the largest state bar in the nation. All lawyers practicing in California must be active members. The bar's purpose is to regulate the legal profession and improve the administration of justice for all Californians.

Colleges, Faculty Spotlighted

Executive Director Jonathan Lightman was quoted in a March 19 *San Diego Union-Tribune* article.

"If you want a vocational education degree or (to) get into a UC or CSU, the attention to teaching in community colleges is absolutely top-notch," Lightman said.

His May 4 letter to the editor in *The Sacramento Bee* called for the Legislature to approve the governor's proposal to improve part-time salaries and begin recognizing equal pay for equal work.

For The Record

Accuracy is one of *FACCCTS'* priorities. It is *FACCCTS'* policy to promptly acknowledge errors in this standing column. Call (916) 447-8555 or e-mail *facccc@aol.com.*

How Faculty Can Help

by Richard Beyer, Pasadena City College

John is a 26-year-old paranoid schizophrenic who enrolled himself in an intermediate algebra class at Pasadena City College.

He arrived for the first class on time and sat in the last row next to a wall. The instructor called roll, reviewed the syllabus, then began working on an algebra problem on the board. The answer happened to be 666.

When John saw this, he jumped up, crossed his right arm over his left and said, "That's the sign of the Beast. You are the Devil incarnate. This whole class is just a bunch of Devil worshipers! You are all condemned to burn in Hell."

The instructor asked John to sit down and see him after class, then later walked him over to me in the Office of Psychological Services. The three of us talked about what faculty could do to help John. The impromptu meeting was my first contact with him.

John, not his real name, worked with me that fall semester in 1999, and we've met at least four times per semester since then. He's doing well; he ended up earning a B in that algebra class and has had no further episodes.

This type of situation can happen in any classroom. If it happens in yours, do you know what to do?

Students with many different kinds of psychological disabilities are on our campuses. Prepare yourself by contacting your college's psychological services office or disabled student services. They can assist you immensely by putting you in touch with someone who understands the student's psychological disorder, and who can meet with the student to help prevent inappropriate behavior in class.

Two Groups of Students

The two most prominent types of students with psychological disabilities are those who are on record with the disabilities office, and those with impaired personality patterns.

Students who come to us through the Disabled Students Programs & Services office are easier to work with. We know what medications they're on and the characteristics of their disorders. We can work with faculty and determine strategies for helping the student succeed.

Students with disorders such as anxiety, depression, attention deficit hyperactivity disorder (ADHD), obsessive-compulsive traits, bipolar or schizophrenia usually make contact with our offices because they seek academic adjustments.

It's important for all faculty members to teach these students as they would any other. We should not compromise academic standards because of a student's functional limitations.

If a student has anxiety, he may be allowed to sit near a doorway and leave the class intermittently if his anxiety increases. If a student has ADHD, he may need to tape his lectures and take his tests in a quiet room, free from distractions.

Students with impaired personality patterns are more difficult to work with. They usually don't come in seeking help. Occasionally they may seek guidance at the disabilities office, but it's usually because they have been referred, not because they saw the need for it.

These students believe that everyone else around them has "an attitude." If instructors would just give them what they wanted, everything would be all right.

How do they change a light bulb? They hold on to it and the world revolves around them. They don't understand the need for mutual cooperation and respect in relationships.

These students with personality disorders will show up during your office hours demanding that you see them immediately. They'll demand more of your time than you're willing to give. They'll try to make you feel incompetent because you didn't put them before three other students who were waiting. They won't take "no" for an answer. They'll try to wear you down so you just give up and give them what they want.

They may pit you against other faculty members, saying, "Dr. Smith told me just the opposite. I don't know which is true. Maybe you should go and have a talk with him." In psychology we call this "splitting." These students are often very manipulative. If they need to get into a room or office that's locked, they'll tell you the secretary said it was all right.

Seek Campus Resources

Remember, you don't have to deal with difficult students alone. In fact, your college may belong to a consortium of local organizations and governmental agencies that can offer you further resources and assistance. Inquire about training. I speak at new faculty orientations and department meetings, and provide in-service training.

We celebrate diversity in the California Community Colleges. As faculty members in open-access institutions, we embrace everyone who seeks higher education.

Among our students are those who face an additional challenge aside from work and family obligations—psychological disabilities. While most of these students attend class without incident, you'll want to know how to act if a difficult situation arises.

We hope these stories help you take those first steps in preparing yourselves.

—FACCC BOG Communications Committee

Pasadena City College is a member of the California Community Colleges Psychological Services Consortium, an organization of community college representatives. It promotes students' psychological well-being through campus psychological services.

The consortium seeks to establish psychological services where none exist and to enhance the quality of care offered by existing programs.

Through its network of member colleges, the consortium offers technical assistance, serves as a clearinghouse of psychological and program development information relevant to community colleges, fosters intercollegiate communication and consultation of psychological issues, and promotes adherence to the highest ethical and legal standard of practice for providers of psychological services in community colleges.

In 1999, the consortium completed the document *Standards of Practice for Psychological Services in California Community Colleges.* Call or e-mail me to request it: (626) 585-7996 or *rabeyer@paccd.cc.ca.us.*

Richard A. Beyer is a counseling psychologist at Pasadena City College. He holds a doctorate in leadership and human behavior.

TIPS FOR SUCCESSFUL CONVERSATIONS

1. Stay Calm and Lower Your Voice

If you raise your voice, so will the students. Don't say, "Calm down." By doing so, you're confronting them with their anger. They probably don't see themselves as angry, so why should they calm down? Model what you want them to do.

2. Don't Hook the Student's Emotions

Identify and validate their feelings. Say, "I know this must be frustrating for you. You've been all over this campus trying to get your question answered. I'll try to help you the best I can." Tell students what you can and can't do to help them.

3. Set Boundaries Early

Let students know how much time you have to spend with them. Just because you have a 90-minute office hour, doesn't mean they can take up all your time. Say, "I only have 15 minutes, because I have to allow time in case other students come in."

Some students might want to continue the discussion in the cafeteria over lunch. This is a dangerous practice because you want to maintain a professional relationship by setting boundaries. Unless you're meeting with a group of students and it's prearranged, limit your discussions to the office.

4. Summarize the Student's Request

Say, "Now let's see if I understand what you want. You want to know if..." This tells students that you really heard them. Many times students with a psychological disability will mean something completely different from what they said. This tactic gives them a chance to rethink their request.

5. Watch Your Non-Verbal Language

Facial grimaces, raised eyebrows, folded arms and scowls will aggravate the student. If you smile as they're getting angry, they'll think you're making fun of them, and they'll become even angrier. Adopt a serious, yet professional, posture.

6. Redirect Tangential Comments Back to the Topic

Say, "Your original question was...Is that still what you want to know?" Students with a psychological disability may start out with one question when they really mean to ask something else.

7. Use Humor with Caution

We all use humor to get our students involved. However, students with impaired emotional functioning may take it as poking fun at their question or invalidating their feelings. Remember, sarcasm is masked anger. Be careful how you use humor.

8. Be Assertive and Collaborative

Say, "I will try to help you get what you want, but first you have to give me the information I need." Clearly describe what you need to know. If necessary, write it down. Say, "Let's try to work together on this. If we do, you'll be more likely to get what you want."

9. Provide Choices

Say, "If you want to get what you want, here's the best way to get it. You can go/do ... (this) ... or go/do ... (that). Which choice do you think would be better?" The more personality-impaired students will want you to decide, then they'll sabotage the effort and blame it on you because you made the wrong choice. Resist the urge to make the choice for the student.

10. Post a Sign

A visual reminder may help all students remember that they must act with maturity and civility. A professor of mine in graduate school had a sign posted over his door. It said, "Smiles work better than frowns, politeness will get you further than rudeness, working with me will most likely get you what you want; working against me most likely will not."

—Richard Beyer

Know Your Rights

by Bill Hewitt, Irvine Valley College

Over the past few years, the California Community Colleges have experienced a significant increase in the number of psychologically disabled students on campuses.

According to the state Chancellor's Office, the colleges served 10,156 identified psychologically disabled students in 1999-2000. This represents about 12 percent of the entire identified disabled student population attending the state's community colleges. It's a 20.3 percent increase, up from 8,441 in 1998-99 (of 76,031 registered as disabled).

Contributing to this increase are continued reductions in local community mental health funding; a growing philosophical position of psycho-therapists that the community colleges provide a therapeutic environment for socialization; and students' increased willingness to self-identify to Disabled Students Programs & Services so they can register for services that will help them succeed in college.

As this population is a protected group under the Americans with Disabilities Act, college DSPS offices face the challenge of providing appropriate accommodations to students to ensure that they are afforded equal opportunities.

To this end, disabled students programs provide a number of services designed to circumvent problems that students with psychological disabilities may encounter. These services—such as test proctoring, pre-registration, tutoring, short-term psychological counseling and crisis intervention—are meant to reduce stress and anxiety, the most common symptoms these students face.

While most psychologically disabled students are stabilized with medication, there are occasional instances in which students exhibit inappropriate or disruptive behavior in the classroom. Many times these are students who have never been identified through the DSPS process.

The first step in the intervention process should be for instructors to alert the DSPS staff and refer these students for possible assistance.

Faculty groups throughout the state are concerned about the legal ramifications surrounding this group of students and the best way to serve them while maintaining an appropriate educational environment. Even though these students are protected under the Americans with Disabilities Act, all students are required to behave appropriately as outlined by each college district's code of conduct.

The codes of conduct are driven by Education Code 76033 (a-f), which provides guidelines on "good cause" for suspending or dismissing students for disruptive behavior, profanity, battery, or when they are a serious physical threat to themselves or others. Most likely, these and other violations of a district's code of conduct are delineated in local board policy.

If students exhibit continuing inappropriate behavior in class, faculty members have the right to suspend the student for the remainder of that period and the subsequent class session pending a meeting with the dean of students or designated administrator responsible for discipline (Education Code 76032).

The instructor must immediately report this to the chief administrative officer. The law further allows the president or designee to extend the student's suspension for up to 10 days of instruction or, if the instructor and student can't reach a resolution, for the remainder of the school term. The chief administrator must report this step to the board of trustees, and if the student requests a hearing in writing, he or she must receive due process and a fair hearing. This rule varies slightly if the suspended student is under 18 years old.

While these policies and education codes are designed to protect the college community, it's important that instructors document repeated offenses and attempts to correct disruptive behavior before suspending a student. This places an additional burden on faculty members who are already inundated with reporting requirements. However, when dealing with the psychologically disabled, faculty members also need to be sensitive to the potential legal ramifications surrounding ADA discrimination complaints.

I encourage faculty members to review their district's code of conduct and discuss any concerns with DSPS staff and the administrators responsible for student discipline. Keep in mind that maintaining an educational environment that is conducive to learning is of the utmost concern to the college and its community.

Bill Hewitt, a FACCC member since 1989, is director of supportive services for Irvine Valley College and serves on the FACCC Board of Governors.

In my 28 years in student services, there's been only one instance when I had to expel a student. She was in her early 40s and on medication for paranoid schizophrenia. But she became bored with life without emotional peaks and valleys, and stopped taking her drugs.

One day, she ended up yelling at the top of her lungs at a DSPS counselor. I told the counselor to go back to her office, and had my secretary call security. The campus police escorted her off campus and called her husband to pick her up.

We found out in the hearing process that there had been other complaints about her on campus. It turns out she had been expelled from three other college districts in the area.
—Bill Hewitt

When a Student Yells at You...

by Katherine Martinez, Managing Editor

Jane Hallinger has had students yell at her, throw a book at her, even stalk her.

But the Pasadena City College English professor said she's learned to stay calm despite threatening encounters with mentally ill students.

"If you show fear, they have power over you," said Hallinger. "You become vulnerable to them. So you have to stay very calm and say you'll try to help them."

"These things happen to all teachers to some degree or another," she said. "Community colleges take a lot of people recovering from many things."

One student, "Robert," was always antagonistic in creative writing class. He sat in the back of the room with his baseball cap pulled low. He would spit snide remarks at Hallinger when she asked him questions. But she'd just ignore his sarcasm, move on to other students and continue the discussion. She found out he wasn't registered with psychological services.

"There was open warfare going on between us the entire semester," she said, "but I tried not to let it show to the other students."

When she refused to read in class one of his stories that she found derogatory to women, he screamed at her. She diffused the situation by reading it, on the condition that she'd explain that she didn't agree with it.

Surprisingly, Robert returned for a second class a year later. He had the same attitude, but gradually began to pay attention. Then he came back for a third class.

"I decided 'Now I'm going to give him some responsibility,'" Hallinger said.

She asked him to lead a discussion. He became comfortable with his leadership role and starting talking to his classmates.

Before she went on a study abroad trip, she asked Robert to finish the production details for the department's magazine. He fulfilled his duties, even calling her at his own expense to update her on the project.

Robert eventually transferred to a university. He later came back to visit Hallinger and told her his best classes had been at PCC. "I think he considers me to be a supportive teacher of his," she said.

Other encounters with mentally ill students have peppered Hallinger's career in teaching. One foreign student smoked cigars and put "curses" on other students. Hallinger walked her to psychological services, but the student was back in class 10 minutes later. "You betrayed me," she told Hallinger.

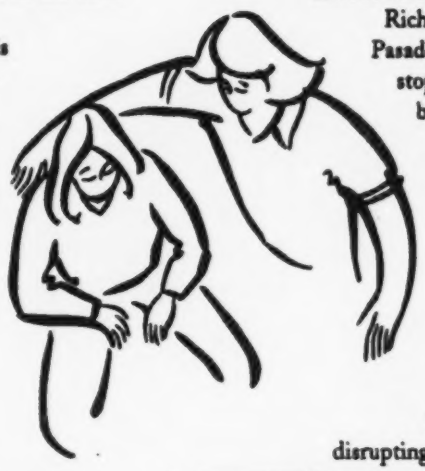
It didn't end there. One night, Hallinger got a call that the same student was out in the rain and had nowhere to go. Hallinger agreed to take her in and her husband sat up all night with the woman, talking with her and calming her down while she burned what she called "the book of god" page by page.

Most frightening of all was the young man who stalked Hallinger while on a one-week "Theater in London" student trip. He bought his own plane ticket, sat in their hotel lobby, bought tickets to the plays they attended, and even slipped notes under Hallinger's hotel room door.

She said it was the most vulnerable she had felt, because they were so far away from home.

It would help faculty members to receive more information in advance, Hallinger said.

"One thing that I don't think Psychological Services does enough of is notify us of these students if they're in our class," she said. They did 20 years ago, but "in last 15 years, they haven't come to me..."



Richard Beyer, a counseling psychologist at Pasadena City College, said the college stopped automatically notifying faculty because some instructors would embarrass the students in class by mentioning their psychological disability.

"We got a lot of complaints from students," he said. "If they're not asking for any academic adjustments, they're absolutely right" to request privacy.

If a student who is not registered with psychological services is disrupting class, Beyer said his office encourages instructors to treat it as a conduct problem and call campus police.

Hallinger said teachers have to use common sense. She and her colleagues used to have an agreement that they'd knock on the door if they heard a student yelling at a teacher, and say, " 'Oh, Joe, I'm sorry to interrupt but we have a meeting in a few minutes.'"

"We have to help protect ourselves," she said.

See page 32 for more faculty experiences and advice on teaching students with psychological disabilities.

The Difficult Student

by Jan Haag, Sacramento City College

The semester began grandly—we were launching a new class to produce a literary journal. My co-advisor and I were excited and ready for the challenges of birthing, over the course of the school year, a 150-page paperback book of student creative writing and art.

Enormous challenges faced us, not the least of which was raising $5,000 to publish the journal. Right away, we began a vigorous fund-raising campaign, writing letters to everyone we knew. The students eagerly joined in—soliciting essays, short stories and poetry, as well as choosing a name for the journal.

It became *Susurrus*, which means a soft whispering or rustling sound, a murmur, which is what we modestly hoped our book would become.

Unfortunately, one student created a loud boom whenever he arrived. He was the kind of person who liked to call attention to himself, loudly proclaiming his views and intimidating others who tried to speak.

I asked to see him in my office and gently suggested that he needed to change his behavior. He told me that he had a diagnosed mental illness that made him "act out inappropriately sometimes." He also claimed he could do nothing about it saying, "You can't kick me out of class either. I'm protected by the Americans With Disabilities Act."

He became more and more threatening, looming over female students in class who were frightened of him. He would yell in class during discussions. For the first time in my teaching career, I was fearful of a student. I went to my dean and higher-ranking administrators for help. They told me that the student couldn't be removed from class because he hadn't made any overt threats and because he could possibly sue the college for discrimination.

He remained in the class for most of the semester, though I finally declared I wasn't going into the room if he was there. Finally, one female administrator offered to come to class and persuade this very large man to leave.

And she did—this barely 5-feet tall woman—gently asked him to leave the room with her, and he did. They went to an office where an English teacher whom the student admired waited, and together told him that he was scaring people in class and they would appreciate it if he didn't return. For some reason, he complied.

The student who left class had a couple of stories published in that first issue. He was a good writer, if a troubled person. I've always wished that we could have resolved the situation differently and he could have remained in class. I later learned that he had signed up for the class at the urging of his therapist, who admitted that the student was not ready to be "in polite society."

This semester a different group of students and the same advisors completed the seventh edition of *Susurrus*. We've raised the funds every year to publish the book, and although we've had challenging students, we've never had another one so difficult. I see this student occasionally, riding his bike around town, and I silently wish him well.

What I learned is that faculty members have the right to teach in a safe, secure environment, and that if they feel unsafe, they must speak to an administrator immediately and perhaps even leave the classroom. If this happened today, I wouldn't hesitate to contact the same helpful dean as soon as the problem emerged.

The safety of faculty and students must override concerns about potential lawsuits. The challenge is finding someone in authority who will assist immediately. It may take a bit of energy to find them, but these people do exist on our campuses.

Jan Haag, a FACCC member since 1995, teaches journalism at Sacramento City College and is a member of the FACCC Board of Governors Communications Committee.

Share your thoughts on teaching psychologically disabled students by writing a letter to the editor. See p. 4 for details.

Life Support

by Marie McCarthy and Wendy Ullman, College of Marin

"Susan" was depressed and anxious about signing up for a computer keyboard class she needed. She put it off semester after semester.

Finally, she promised her support group she would enroll.

The College of Marin's Disabled Students Programs & Services has taken a number of steps to support students with psychological disabilities like Susan and the faculty members who teach and interact with them.

The program offers flex-time workshops and works individually with faculty and staff to assist in the teaching of and interaction with emotionally disabled students.

A DSPS counselor who is also a marriage and family therapist runs peer support groups for students with mental illness. These groups help decrease isolation and offer a venue to freely express needs and fears, thereby providing a support for classroom issues. The groups also problem-solve issues that have to do with absences, test anxiety, getting along with other students, approaching an instructor, and the effects of medication changes.

The program also offers a series of noncredit classes including, "Cognitive Behavioral Strategies," "Managing the Symptoms of Major Mental Illness," and "Understanding Major Mental Illness."

The College of Marin has a crisis intervention team that is available if people on campus are having a crisis that could threaten themselves or someone else. Composed of the school nurse, two counselors, campus police and someone trained in suicide prevention, the team also presents information to staff with simple instructions for handling crises. The team has produced the "Crisis Intervention Handbook" that offers simple and clear instructions for dealing with a variety of crises.

Many students who act out in class have not been diagnosed or treated. We call these "borderline" students. The period when students transition from high school to college (ages 18 to 25) is usually when mental illness symptoms show up.

Understand that preventive help is crucial. Get to know the staff members of your college's Disabled Students Programs and Services office and develop a good working relationship with them. You should also read your college's student code of conduct and explain to all students the limits for classroom behavior. You should not tolerate any student's disruptive behavior.

Susan ended up passing her keyboard class and, at the urging of her peer support group, signed up for the next level as well as an advanced English class.

Marie McCarthy, a FACCC member since 1984, is the coordinator for Disabled Students Programs & Services at College of Marin in Kentfield. Wendy Ullman, a FACCC member since 2000, is a marriage and family therapist and DSPS counselor at College of Marin.

RESOURCES

PUBLICATIONS

Mental Illness: It Shouldn't Drive You Crazy—An Educator's Guide to Successfully Working with Students Who Are Recovering from Mental Illness, prepared by Deborah Tull, Mental Health Education Consortium Project. *www.labc.cc.ca.us/MentalHealth/booklets.htm*

How to Talk to a Student in Distress and What to Say: 10 Tips, by Sarah Minden, Los Angeles County Department of Mental Health. (Contact your county department of mental health.)

Resource Guide for Serving Students with Psychological Disabilities in California Community Colleges, September 1991, Chancellor's Office, California Community Colleges. For a copy, see *www.cccco.edu.* Click on "Divisions & Units," then "Student Services & Special Programs Division," then "DSP&S." At the bottom is a link for the resource handbook.

Ask your college's counseling office for information. For example, Riverside Community College District has a section in its faculty handbook called "Psychologically Disabled."

Links for Web addresses in this issue of *FACCCTS* are at *www.faccc.org.* See Publications, *FACCCTS,* June 2001.

WEB SITES

www.labc.cc.ca.us/MentalHealth/home.htm
The Mental Health Education Consortium Project is a collaborative effort between the Los Angeles Community College District and the Los Angeles County Department of Mental Health. The Project received funding from the California Community College Chancellor's Office Fund for Instructional Improvement.

www.nami.org
National Alliance for the Mentally Ill offers fact sheets and links to recent reports and research on mental illness. NAMI HelpLine: 1-800-950-NAMI (6264), Main Office: (703) 524-7600, TDD: (703)516-7227

www.nimh.nih.gov
National Institute of Mental Health

ARTICLES

"When Open-Access Colleges Enroll Mentally Ill Students," by Kevin Drumm, Springfield Technical Community College, Mass., July 7, 2000, *The Chronicle of Higher Education.*

Technology and Educational Policy

by Ian Walton, Mission College

Why do I use technology-mediated instruction? Not just because it's cool. Not because it's cheap. And not because I want to replace my traditional classroom.

I use it to enrich my students' educational experience.

Successful integration of technology into the classroom relies on the uniquely creative work of many individual faculty members. But it takes place in the larger setting of educational policy. That's where the Academic Senate for California Community Colleges plays an important role.

The Academic Senate has produced a series of resolutions and papers on technology issues during the last six years.

The papers were written by Academic Senate subcommittees, such as the educational policies committee or the technology committee, whose members include community college faculty from throughout California. The executive committee reviewed the papers before sending them to every college academic senate for discussion. Finally, faculty delegates debated and adopted each paper at an Academic Senate general session.

This process ensures a position that truly reflects faculty's considered deliberation and collective wisdom. Such position papers provide a valuable resource to local colleges and academic senates as they consider implementing technology, and form the basis of the Academic Senate's state policy recommendations.

Planning for new instructional technology is fundamental to a college's educational master-planning. More specifically, it's part of the curriculum development and approval process. Ultimate success in these two planning areas depends on faculty's active collegial participation through the local academic senate, as well as cooperation with the local collective bargaining agent.

The Academic Senate's six adopted position papers raise relevant issues regarding the use of new, technology-mediated instruction that faculty must discuss at each college; they provide suggestions and examples for local academic senates to consider.

- The most recent paper, "Guidelines on Minimum Standards for College Technology," considers the technology and technical support necessary for faculty and students to successfully incorporate enhancements, such as adding technology to an existing on-campus class, or creating a new online course. It should help colleges with implementing the state Technology II plan. Colleges have received technology planning funds this year and must file a status report with the Chancellor's Office by June.
- Two related papers consider major issues for faculty who are considering using technology-mediated instruction. The first, "Academic Freedom, Privacy, Copyright and Fair Use in a Technological World" lays a broad, somewhat philosophical, foundation for the discussion. The second paper, "Technology in Education: a Summary of Practical Policy and Workload Language" examines the same issues, this time focusing on specific language selected from a variety of policy documents or collective bargaining contracts. Faculty members at each college must discuss whether they need similar language in college policy and contracts.
- Two other papers are "Curriculum Committee Review of Distance Learning Courses and Sections" and the more recent "Guidelines for Good Practices: Effective Instructor-Student Contact in Distance Learning." These examine the evolving Title 5 regulations on distance learning and local curriculum committees' responsibility to ensure integrity by reviewing effective instructor-student contact.
- Between the publication of those two papers mentioned above, "Guidelines for Good Practice: Technology Mediated Instruction" examined in very broad terms some of the literature, recommendations and tools for the effective pedagogical use of technology, and the faculty role in assuring student learning.

All of these position papers are available online by visiting the "Publications" area at: *www.academicsenate.cc.ca.us*. A printed, collected edition should be available by the time you read this.

Aside from developing position papers, the Academic Senate also represents faculty in statewide policy discussions about technology. Within the senate is the technology committee, composed of faculty members from around the state, which advises the executive committee on developing issues. The Academic Senate also appoints faculty members to advisory committees such as the Chancellor's Office Telecommunications and Technology Advisory Committee, the Distance Education Technical Advisory Committee and the @ONE Project Advisory Board.

Those representatives are guided by and apply Academic Senate resolutions and papers to shape the committee work and share it with faculty in the field. Policy recommendations go to the state Consultation Council; within the consultation process, the Academic Senate is recognized as the body to

provide primary advice to the chancellor and the California Community Colleges Board of Governors for those policy matters that are academic and professional in nature.

The Academic Senate's third major role in technology discussions is to provide development opportunities for faculty members who wish to incorporate instructional technology in their work. Breakouts at the Academic Senate general sessions feature a "technology room" track that provides policy discussions, reports from advisory committees and demonstrations of technology projects. The Academic Senate joins the @ONE Project to offer the week-long Summer Instructional Technology Institute. Community college faculty members teach their peers using intensive, hands-on activities. This summer's institute is June 3-8 in San Diego.

These comprehensive activities ensure that faculty members are well represented in the planning processes that incorporate technology in the California community college classroom, and that the educational benefits to our students are always at the front of the discussion.

Ian Walton is treasurer and chairman of the technology committee for the Academic Senate for California Community Colleges. A FACCC member since 1978, he teaches mathematics at Mission College in Santa Clara.

FastFACCCTS

Links for Web addresses in this issue are at *www.faccc.org*. Click on Publications, *FACCCTS*, June 2001.

EDUCAUSE to Control .Edu Domain

Community colleges scored a victory in April when the National Telecommunications and Information Administration announced it would enter into a cooperative agreement with EDUCAUSE to manage the .edu domain name.

The .edu domain is officially restricted to four-year degree-granting colleges and universities, although some community colleges have been able to get .edu domains. The American Association of Community Colleges and others have lobbied for a policy change. EDUCAUSE intends to implement a policy more responsive to community college needs; it's an association that represents the policy, strategy and operations interests for networking and information technology needs of higher education institutions.

Read the proposed management plan at *www.educause.edu/asp/faq/faq.asp?code=edudomain*.

@ONE Offers Technical Support

The @ONE Project assists California Community Colleges faculty and staff in enhancing student learning and success through expanded uses of technology. It provides training, resources and support services. Subscribe to *@One eNEWS*, a twice-monthly alert to professional development opportunities and learning resources. Visit *http://one.fhda.edu*.

The @ONE project's course "Creating an Instructional Website" contains a template free to California Community College faculty at *http://one.fhda.edu*.

Technology Conference

The Multimedia Educational Resource for Learning and Online Teaching Project, *www.merlot.org*, is holding its first international conference, "Faculty Approaches to Instructional Technology: Content, Collaboration, and Community," at the Embassy Suites, Tampa, Florida, August 12-15.

The conference is a special venue for learning about shared content, peer reviews, learning objects, standards and online communities. It's open to the international higher education community. The California Community Colleges system is a MERLOT partner.

Article on Intellectual Property Issues Published

An article on "Intellectual Property Rights: Issues, Concerns, and Academia Scenarios" by Judith Norton was published in the March/April issue of the California Virtual Campus Professional Development Center's newsletter. *Visit http://pdc.cvc.edu/newsletter*.

Saloman Discusses Intellectual Property

How much of what schools put on the web can be owned? And who owns it—the teacher, university, or Web designer? Intellectual property expert Kenneth Saloman sorts it out in an excerpt from a *University Business* interview in the March 2001 issue. Read more at *www.universitybusiness.com/0103/feature_thought.html*.

New Law Helps Protect Intellectual Property

FACCC's co-sponsored Assembly Bill 1773 (Romero) "Faculty Intellectual Property Rights Protections" became law on Jan. 1. It authorizes colleges districts to develop policies that prohibit the unauthorized sale, transfer, distribution or publication—without the faculty member's prior approval—of an instructor's academic materials and classroom presentation.

Best Practices for Degree & Certificate Programs

In response to the emergence of technologically-mediated instruction, eight regional accrediting commissions have developed best practices. The Western Cooperative for Educational Telecommunications offers the paper at *www.wiche.edu/telecom/Article1.htm*.

New to the FACCC Family

These new members joined between Jan. 31 and April 25. When you see them around campus, please welcome them to FACCC.

Allan Hancock College
Jacqueline Groshart
American River College
Florence Espiritu
Gregory Jorgensen
Richard Ramirez
Lori Rasor
Steven Thompson
Teresa Urkofsky
Bakersfield College
Andrea Garrison
Butte College
Brenda Johansson
Cabrillo College
Megan Caspers
Lizbeth Miller
Rodney Oka
Calais Roussel
Cañada College
Jennifer Helton
Derrick Williams
Cerritos College
Lydia Alvarez
Monica Bellas
Lorraine Edson-Perone
Susan Puschetto
Nancy Welliver
Cerro Coso College
Lisa Fuller
Chabot College
Tram Vo-Kumamoto
Chaffey College
Sandra Collins
Leonard Crow
Michael Deschamps
Sergio Gomez
Kathleen Haddad
Erik Jacobson
Carol McClure
Cynde Miller
Joyce Oakdale
Marylee Requa
Paula Snyder
Sam Stavros
Chancellor's Office
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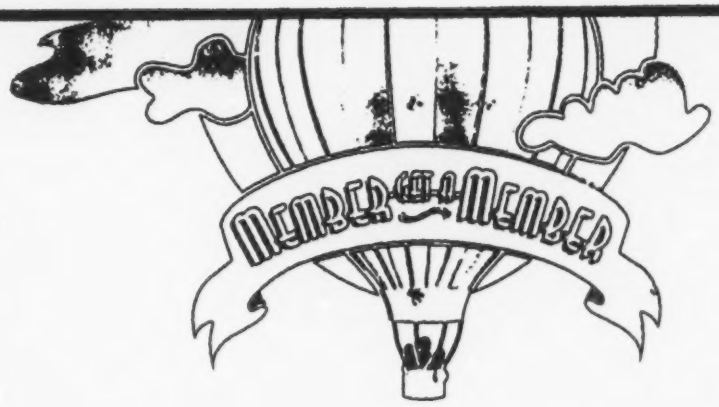

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WE COULDN'T HAVE DONE IT WITHOUT YOU.

Use Professor-Publisher Partnerships to Create Your Online Classes

by Ric Matthews, San Diego Miramar College

You're interested in teaching an online course, or using the Web as a supplement for your classes, but you know nothing about making Web pages or HTML. Should you panic or sign up for geek classes?

Make things easier on yourself by using partnerships with textbook publishers to create your online classes.

Creating Web Courses—The Early Years

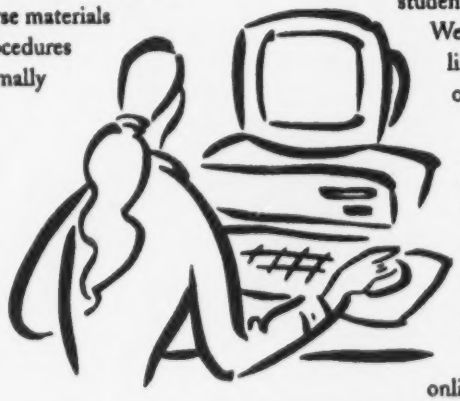
Many community college faculty members are interested in translating classes into an online format.

But their interest was tempered partly by reports from faculty pioneers about how difficult it was to create content pages and management systems from raw code. These early Web instructors were truly exceptional in their ability to understand the language that supports the Internet.

Faculty members today have many more alternatives to assist and simplify the transition of course materials into this new format. Best of all, the procedures aren't much different from what we normally do when preparing new classes.

Publishers As Resources

When we hire inexperienced faculty members to teach courses on campus, we rarely ask them to write their own textbooks and construct their own classrooms. Instructors charged with teaching online often feel that they're asked to do just that in this cyber-environment.



On campus, instructors will seek counsel from faculty members who currently teach the subject, obtain course materials from generous colleagues and immediately contact the textbook publishers.

Why should it be different for those who choose to teach online?

Many colleges are adopting course management software such as WebCT, Blackboard and ETUDES. These create the cyber classrooms needed to support faculty and students' work.

Publishers recognize that their world is changing and are universally adapting materials into digital formats. They're reformatting printed textbooks into e-course packs that are designed for faculty to integrate them into the above-mentioned course management tools.

Here are some examples of publishers that are making a major effort to support faculty in the online environment.

- Pearson Publishing has merged a number of independent publishers to offer support for a wide variety of disciplines. Visit its distance education site to see if they have your discipline: *www.pearsoned.com/dl/.*
- McGraw-Hill has created an Online Learning Center that is committed to assisting faculty in using digital materials. You can find supporting information at *www.mhhe.com/catalogs/solutions/olc.mhtml.* Like other publishers, McGraw-Hill provides faculty with educational e-packs that are compatible with the major course management systems; they'll even provide you with a teaching Web site.
- Another option is using materials that Harcourt eLearning acquired from Archipelago: *www.archipelago.com.* Content material is based on a mini-lecture format, in which students, using CD-ROMs to supplement the Web material, watch presentations. This is like having a series of guest lecturers in your online course.

While this discussion doesn't do justice to the breadth of publisher's offerings to faculty, it attempts to point out that there is a partnership between the content owners (publishers) and the professors who guide the learning process and place the content into a context.

Today, moving course materials online—as a fully-distributed learning opportunity or as a hybrid to support a campus-based course—is easier with the help of the publishing world. The majority of faculty members depend on publishers for content to support their own areas of expertise.

Approaching the digital teaching world is easier if you follow familiar models. Find faculty mentors who are willing to share, and contact the publisher of your favorite textbook to investigate materials. You'll find that there's an opportunity for a professor-publisher partnership.

Ric Matthews is a biology professor, coordinator of faculty training and coordinator of distance education at San Diego Miramar College. A FACCC member since 1990, he uses his two master's degrees in biology and educational technology on a daily basis. His motto is "Just because it isn't broken doesn't mean that we couldn't find other and maybe better ways of doing it."

Planning the Colleges' Technology Future

by Ric Matthews, San Diego Miramar College

Technology II is the $98 million second phase of the California Community Colleges' technology plan.

The result of two years of planning, Tech II proposes to assist individual campuses in meeting the expenses associated with the increasing role of information technology in instructional programs and in the way college administrators operate. It connects the campuses with the system-wide efforts begun in the first phase.

In the mid 1990s, a state Chancellor's Office's planning workshop created the first system technology plan, known as Technology I. The goal was to connect all colleges and district offices using common standards, and provide everyone with a basic set of technology tools.

Tech I brought a fast statewide network to each campus via a partnership with the California State University. This shared network is known as the 4Cnet: *www.4c.net/*. In addition, Tech I funding provided each campus with interactive video conferencing units as well as analog and digital satellite download capabilities.

Tech I was designed as a four-year project beginning with $9 million that grew to $18 million, $28 million and finally to $42 million. The funding included necessary resources for technical training as well as pilot projects. While it has helped meet campuses' growing technology needs, Tech I focused on "connecting the dots" throughout the state. Chancellor Tom Nussbaum recognized the need to identify system priorities for future technology projects, which resulted in the second phase. Information on Tech I projects and a copy of the final Technology II plan is at *www.cccco.edu/cccco/ESED/Irt/TNT/*.

Technology II began with the premise that technology plays a role in both student access and success, and that any future efforts should place these two roles at the forefront. Technology can assist students whose schedules don't allow them to attend classes at a particular day or time, or who might have physical restrictions that prevent them from coming to campuses. Faculty members are also seeing more information on students' various learning styles. In some cases, technology can help meet these needs.

Halfway through the planning project, the committee of community college representatives known as "TTIP" (Telecommunications and Technology Infrastructure Program), hired a technology consulting firm called The GartnerGroup. The consultants assessed the system's technology needs and helped the committee come up with some basic standards. They also brought to the discussions the industry concept of "TCO," Total Cost of Ownership.

This concept establishes minimum standards to evaluate technology costs, including hardware, software, training, maintenance and support. Educational institutions have lagged in adopting this model. It has been common practice for college leaders to plan for equipment in their budgets without any regard for the total cost of supporting and replacing the purchases.

Technology II is designed to assist college districts in budgeting and paying for their total cost of ownership. While Moore's Law suggests that computers get faster and cheaper, it's important to recognize that each unit requires support staff to keep it running, software upgrades to meet changing industrial standards, training for those who will use or teach the technology and support for the networks to which the equipment is connected.

The GartnerGroup's recommendation for total cost of ownership, after discussions with committee members, established a final amount of $3,506 per computer annually. The plan also recommends a ratio of support staff to number of units of technology.

Colleges must have minimum levels of technology to assure student access and success.

At press time we awaited Gov. Gray Davis' "May Revise" of the state budget to find out whether Tech II would receive funding. *[It didn't.—Editors' note]*

The California Community Colleges are facing increased competition for scarce resources. The state's energy crisis has changed the landscape, but it should raise awareness of how important these energy-consuming technologies have become to California's economy and the manner in which community colleges do business.

Colleges must have minimum levels of technology to assure student access and success in the Information Age. Local districts, along with the state, must plan for ongoing operational expenses within their respective budgets.

While serving as the state Academic Senate's technology committee chairman, Ric Matthews was also chairman of Tech II planning from 1996 to 2000 through an interjurisdictional exchange with the Chancellor's Office.

Digital *continued from page 6*

albeit early, shows online is at all inherently inferior. There are good and bad instructors in all media, and the good ones are succeeding on campus and over the Web.

Which brings me to my almost-last point: the college community. I went to a university as a junior (I spent about four years under that designation) pledged a fraternity, was in a difficult relationship and bowled joking about Herakles and the Muses. Yet, in retrospect, the Platonic college experience eluded me painfully. I did not go to an Ivy League school, row, live on campus, or drink beer out of giant mugs. I never lettered or saw a bonfire. The social function of the community college is an important one and should be nurtured, but it's not our primary goal. If it were, then night and weekend courses, and the huge number of students who zip to campus from full-time jobs to take one or two sections before they drive home to their families, would have to be excluded. How is the student who comes to college, learns and then goes straight home because of outside commitments any different from the student who interacts with instructor and classmates online?

The exclusive nature of face-to-face education has long been taken for granted.

I'm reading my son the Harry Potter books, and the number of adults who have told me they wish they went to Hogwart's School for Wizards is amazing. But why not? The students live together at the guarded castle-campus in relative safety, form stable friendships that last throughout adolescence, and don't work. For Harry, it's a sort of enriched supernatural orphanage. It's probably true that all college students should live in dormitories, not work and dedicate all their time to their studies and campus activities, but the cost would be astronomical, and those with families could not participate even then. Until the national defense budget becomes the national education budget, most American students, and nearly all community college students, will commute and engage in campus life when and if they can.

Elitist Cyberspace?

Perhaps the most troubling accusation is that the Digital Democracy is elitist, exclusive and available only to those who can afford a home computer and Web access. This is unfair. Yes, you must buy computers, though the computer on which I'm writing this article and over which I teach my online class is four years old and would sell for less than $500. Web access is no longer the standard $20 a month. It can be had for as little as $10 or $7 a month, or even for free. I've been teaching online over a free dial-up all year.

And most importantly, we forget the fact that when we teach students face to face, they must drive to campus, park, and sit and listen during a specified time, time when much of America is working. The opportunity cost of attending college is enormous; many students find it impossible to hold a full-time job and get an education because of on-campus attendance requirements. And what about single mothers, or those who work from home to stay with small children? Or those who live in rural or outlying areas? They can't drive to campus two or three times a week. The exclusive nature of face-to-face education has long been taken for granted.

The responsibility of community college instructors is enormous. We do as much to change lives as any other profession. If we can meet course goals, if learning outcomes gel, why neglect a viable new tool? I often think that many of online's vehement opponents are more worried about themselves than their students. We like in-class discussions, the rapid-fire dialogue, joking about our weekend. As I said at the outset, it's why many of us teach.

The Great Fear for some academics is that if online succeeds, it will force them to teach online, perhaps all of the time. The sensations of the classroom will fade into the past now that the cost-effective online world is in place. This simply will not happen. Many, perhaps most, community college students cannot or will not learn over the Web, at least primarily. Internet classes will be a minority as long as I can foresee.

But they'll be a significant and empowering minority. Students who live or work in intellectually impoverished climates will find themselves members of a thriving intellectual community. Individuals who can attend college no other way will become educated participants in our culture. The Digital Democracy is here. We would be fools not to nurture it.

Troy Myers is an assistant professor of English at Sacramento City College and a founder of SCC Online: www.scc.losrios.ca.us. He lives above snowline in the Sierra Nevada with his wife, son and Wolfie the timberpuppy. Having finished the fourth Harry Potter book, he is now reading The Hobbit *to his son and Willa Cather to himself.*

John McFarland, Sierra College

Aft Play

Consider the ecstasy with which most Americans anticipate their retirements, then try to explain the contrary attitudes among academics. While their fellow citizens welcome worklessness as a release from the pillory, the majority of professors would describe it with language borrowed from *Jane Eyre:* "purchasing liberty at the cost of caste."

Such at least is the surprising news delivered by Lorraine Dorfman after interviewing 400 professors on the cusp of, wrestling with, or immersed in retirement.[1] "A large majority of academics" (fully 92 percent of those from research universities and 80 percent from four-year colleges) continue professional pursuits at least a year after leaving the classroom. Though nominally retired they punch the reset button to sit on committees, oversee graduate students' work, conduct or assist in research, write articles and, of course, teach part-time. The crease, it would seem, has set and the cloth will hold it forever.

Women make the break more cleanly than men. They, after all, are less terrified by the fetters of domestic tasks; indeed, are more accomplished in them. Some have been assigned care-giving roles for aging relatives and, for most, home had been a second full-time job. Surrendering the paying work could even be a relief.

On the other hand, men of the generation now retiring are likely to find self definitions more exclusively in "what they do." Their work affirms their importance, confers authority and sometimes even casts them as what Hungarian essayist George Konrad calls "power professionals.' "One minute everyone is asking you, waiting for you to do things," a 70-year-old male complained to Dorfman, "the next minute you are a nobody."

Here we have the dilemma King Lear created for himself in a work one wag labeled "a tragedy of early retirement." What unpredictable novelties in the pasture to which one is consigned can match what one has abdicated?

For academic Lears, retirement adds one more diminution at an age when (to remain Shakespearean) they face a life sans teeth, sans eyes, sans taste, sans everything. Why speed up fogeydom? "I should rather be old less long," said Cicero, "than old before being so."

In truth, there is more than status, power and the pretense of youth to surrender. Teaching brings professors in contact

[1] *in The Sun Still Shone: Professors Talk About Retirement (University of Iowa Press, 1997)*

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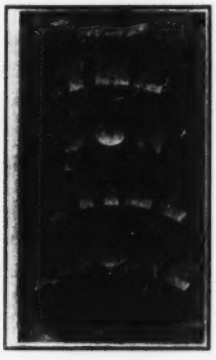
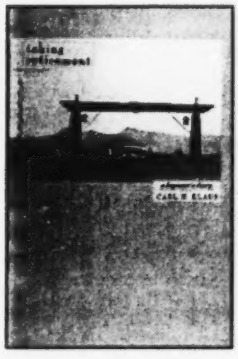


The Sun Still Shone: Professors Talk About Retirement
by Lorraine Dorfman



Taking Retirement: a Beginner's Diary
by Carl Klaus

The Bourbaki Gambit
by Carl Djerassi

Purchase these books from the FACCC Book Service at *www.faccc.org*. Type the title in the search box.

with students, not infrequently with lasting positive influence. They are paid to pursue a lifetime of learning about subjects that hold deep fascination and they usually find colleagues of like interests. Theirs may be the last salaried work that is unmonitored and independent. Such benefits can be addictive.

If addiction is the proper descriptor, two other books, one a memoir and the other a novel, make sense. Both treat sympathetically of professorial attempts to evade retirement that are desperate enough to be compared to an addict's unsuccessful withdrawal.

Carl Klaus' narcotic was a writing program he helped found at the University of Iowa. His hesitations about leaving it are offered in journal entries.[2] Told along with a rosary of laments are the quotidian events in his life—planing a tree, getting his Jeep Cherokee repaired, visiting family. But while the latter should matter as well, he obsesses mostly about retiring.

Two years earlier Klaus had assented to his wife's insistence that his health required he quit; the dreaded date was set and his workload reduced to 60 percent as an initial toe in the water. The journal begins in the last February with glum ruminations on the upcoming funeral of his career. He abides in this cocoon of muddled funks, frets and forebodings, a butterfly opposed to release.

Meanwhile his wife "Barb," and soon the reader as well, spend out their patience. Weeks after he has put down his chalk and cleaned out his office, Barb snaps, "You haven't retired at all."

And for all we learn from his journal, Klaus has not to this day. The final 70 pages record an extended trip into the Canadian Rockies, its intention to signal his acceptance (indeed, his enjoyment) of his new state. The more restless readers will find in the exhaustive lists of food menus and postcard views the same thin charm as an evening watching a friend's travel slides.

But the main problem is that a vacation is not a retirement: what Klaus does when back home remains unreported.

Despite being an English teacher with a specialty in journal writing, Klaus does not worry his language into smooth stones. It is an academic scientist, Carl Djerassi, whose prose comes without rough patches and, more happily yet, with irony. ***The Bourbaki Gambit***[3] is a novel about university research scientists forced (or inveigled) into retirements they do not want. And he too considers retirement a form of social death and concentrates on its evasion.

To that end, and in conspiratorial silence, his alienated retirees launch a scientific research project that is essentially off the books. They work at night, requisition supplies and invent a collective *nom de plume* for their publications. Their plot is to publish significant findings, monitor the encomia that roll in and step forward to claim the glory. This will presumably embarrass the employers who had let them go.

The discovery they make proves of even greater moment than anticipated, but, good academics that they are, they fall to quarreling over who deserves the praise. Djerassi seems to be saying that "Kudomania" (his coinage?) drives academics. (He should know. When still a young scientist he, as lead researcher, developed the first steroid oral contraceptive—"The Pill." He remained for a full career at the pinnacle of his profession, garnering almost every high-prestige award his field offered.)

There is more to this novel than to Klaus' memoirs, not least for certifying what one Ferdinando Galani observed in 1779: "Scholars are a race of fools. They aspire to celebrity yet do not want to be compromised. But one can't have the one without the other." Djerassi is less successful, however, in exploring retirement itself.

[2] *in* Taking Retirement: a Beginner's Diary (Beacon, 1999)
[3] *(Penguin, 1994)*

And we need, then, to examine that condition ignored by Klaus and Djerassi. Lear's self-emeritizement aside, retirement is really a modern invention. Previous societies, from primitive to civilized, required at least a reduced load from their elders. As late as the Great Depression, parents moved in with, and thus placed themselves somewhat under the control of, their children. Safe to say the notion of a cadre of the aged who could command the resources to remain independent while themselves of modest means is a revolutionary one, as modern as the industrial system whose largess makes it possible.

It was an autocrat, Bismarck of Germany, who invented the public old-age pension. His goal was to provide through the state an alternative to the utopia that socialists offered to workers. Prudently, however, he set the eligibility age at 70, effectively bunkoing all but a handful of workers. This was the same period after all, when the novelist Anthony Trollope noted how rapidly people aged: "Thirty, 40, 50," he counted, "then comes some nipping frost and the hale and hearty man is counted among the old." Astrologers had long calculated age 63, seven years short of Bismarck's qualifying date, as "the grand climacteric."

Pensions are not intended for everyone. In 1935 only a few industrial workers lived to age 65 when Congress chose that benchmark for Social Security eligibility. It remained at that high level, save for an uncharacteristic fling of generosity, when it was dropped to 62. In 1983 the bar was raised to 67 to take effect in the then-distant year 2005.

Here we have the dilemma King Lear created for himself in a work one wag labeled "a tragedy of early retirement."

Yet even that icier age does not please everyone. Some conservatives, unkindly deprived of the communist menace, have adopted the elderly as *objects de terreur*. A small library of apotropaic texts already exists, delineating the bleak future young Americans will face in 2030 when, feeding on the backs of every five "productive" citizens will be two geezerly parasites. William Safire, in a recent exercise in compassionate conservatism, has proposed to address this horror by moving the Social Security goalpost to age 72.

Such grousing by the footmen to the wealthy has intensified since the 1980s when Social Security taxes were raised for the well-to-do. Safire's palpable concern for statistical constructs set three decades in the future is, we may assume, a solemnity best examined for its rhetorical qualities. It is delivered, after all, without informing us that two-thirds of working men and more than 90 percent of black males do not live to 72.

But retired college teachers do live long and so we return to why they often discern in the word *retire* its military origins: withdrawing, as before enemy fire; in short, a defeat. The professors in Dorfman's book cannot imagine their lives drained of professional work. In Gary Wills' penetrating term it examples "the ignorance of the learned." And Dorfman supplies the refutation. She found that after *three* years most profs had discovered their retirements to be steps sideways, not backwards. Their new existence, spacious in ways that the world of journals and podiums are not, came to offer its own challenging trials and rewards.

The appropriate time to undertake this—might we call it aft play?—will vary with each person. But Dorfman found (and hints in Klaus support her) that most 65-year-old professors believe that their best work occurred when they were between 45 and 55. An ethical commitment to one's profession would seem to command acknowledging the implications of what that suggests. And a commitment to one's good name would mandate that one depart the scene before others would wish you to.

John McFarland, a history teacher at Sierra College in Rocklin for 32 years and author of some 86 articles for FACCC publications, will retire this month. At the urging of his colleagues, he has graciously agreed to continue writing for FACCCTS.

Faculty Share Opinions at www.faccc.org

The following are excerpts from Question of the Month at *www.faccc.org*.

March 2001
Do computers belong in the classroom?

■ As night follows day, computers expand the horizons of knowledge in instructional education. Computer technolgy is the replacement for the pencil, the dry-erase marker and pen. Knowledge is still the basis of learning; only the means of communication has changed.—*Rita Ramirez Dean-Land, professor of reading, College of the Desert*

■ Do blackboards belong in the classroom?—*Jon Degallier, computer instructor, Mendocino College*

■ Even if we are able to equip each classroom with computers, and equip each student with a laptop, and connect every one to the Internet, we will still need teachers!—*Richard A. Valencia, instructor, Fresno City College*

■ Yes, if the faculty are using them to supplement discussion, but not to replace instruction. Many faculty today seem to hate teaching without technology. This concerns me because the skills our students need to acquire at the community college do not demand a computer.

Our students need to learn how to read critically, how to take good notes, how to support their arguments, and how to write what they think. These skills do not require a computer in the classroom.—*Cecelia Hudelson-Putnam*

January 2001
How do you work with students who have psychological disabilities?

■...Since, in our culture, individuals with psychological disabilities are often stigmatized more often than individuals with physical disabilities, it is important to be aware of one's own knowledge base, be aware of attitudinal factors in the classroom, and make good use of the disability specialist on your campus.—*Kathleen Kraemer, Santa Rosa Junior College*

■ Our disabled student services department is very good. If a student's psychological disability is obvious or the student confides in me, I immediately contact them as well as our psychological counselors. I then work with the student via the "experts."—*Nancy Jean Mann*

■ Respond with great patience, care and much human kindness...It works!—*Charles Lunt*

■ First, I start out with the assumption that every student has some psychological problems. If a student does well in my class, and manifests no particular difficulty, I assume that they are coping well with their disorders.

Second, I invite all students to see me in the office to discuss the course individually with them. I mention that they can take quizzes and tests in the disabled student center and get additional tutoring there. Many will then admit a specific learning disability.—*T.L. Brink, professor of psychology, Crafton Hills College*

Teaching Tip

Music of the Heart

by Elizabeth Waterbury, Shasta College

Many of our students are creatures of "no words." They seem unable to put their thoughts into coherent sentences, either orally or on paper.

Yet some of these students are bright in different ways. To these "mute" students, the teacher's constant waterfall of words presents a difficulty. I teach Music Appreciation and I've found that music is one language we all share and enjoy. Even in non-music classes, music can be a tool to reach these students.

We all know many familiar tunes. You can use these tunes to help students cross over from the mute side to the word-based side of expression.

Here's how it works. Connect key concepts to a simple tune, such as the theme from the spelling part of the "Mickey Mouse" theme song. If you have a small phrase or concept that needs constant repetition, attach it to any well-known snappy tune. Sing it vigorously for the class. After the first surprise, the students will expect tunes as well as words to come out of your mouth. They'll even s' g back at you if you encourage them.

Say you want to reinforce the importance of rationalism in the era of the Enlightenment. Connect the idea to a tune such as "I'm in the Army now..."

"I think, therefore I am, I call myself a man."

Don't worry if your voice isn't pretty. If my voice is scratchy or hoarse that day, students don't mind. They love hearing tunes!

Elizabeth Waterbury, a FACCC member since 1999, is always first to start singing "Happy Birthday."

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Politicians Share Stories at March Lobby Day

Jerome Horton called himself "a rebel." He had been accepted to a university, but didn't want to go.

The reason was money. As a truck driver, he was making $15 an hour, three times his parents' salary. He was the family breadwinner.

He worked full-time and took classes at El Camino Community College in Torrance. One day, he was snoozing in accounting class when the instructor confronted him ("You can't sleep in my class!") and encouraged him to quit his job and attend college full-time.

Horton did just that. He earned an associate degree from El Camino Community College, and a bachelor's degree in finance and accounting from California State University, Dominguez Hills. He became a certified public accountant and worked for the State Board of Equalization for more than 20 years.

Elected in 1997 to the Inglewood City Council, Horton is now a freshman assemblyman representing the 51st District.

FACCC members heard this and other personal stories from politicians during the March 19 FACCC Leadership Lobby Day at the state Capitol. About 70 faculty and students participated, setting an attendance record for the free event.

Legislative guest speakers talked about everything from the state's energy crisis to strategies to improve community college funding. The morning training and briefing session featured Horton, Assemblywoman Jackie Goldberg (D-Los Angeles), Assemblyman Joe Simitian (D-Palo Alto) and Assemblyman Mike Briggs (R-Clovis). Senate Education Committee Chairman Jack O'Connell (D-San Luis Obispo) was the keynote speaker for the luncheon, a fundraiser for the FACCC Political Action Committee and a farewell tribute to David Hawkins. Faculty and students lobbied their legislators in the afternoon.

Assemblywoman Jackie Goldberg author of FACCC-supported Assembly Bill 907 to prohibit "permatemp" employees, said "the issue of part-time employees is probably this decade's issue."

Community colleges are unfair to those career teachers who continue to teach part-time year after year without benefits, job security or a fair wage: "We want to establish in law the notion of a permanent part-time position," she said. "...they can't keep this game up."

She said legislators were wading through 200 bills related to the energy crisis in the recent special session, and had just begun tackling the 1,700 bills recently introduced during the normal legislative session.

Assemblyman Jerome Horton

Assemblyman Jerome Horton is carrying FACCC-sponsored AB 647 to expand the existing Whistleblower Protection Act to include community college employees. University of California and California State University employees are already protected under the act.

Horton said he owes part of his success to the encouragement he received from his community college accounting instructor.

"I'm on your side," Horton told FACCC members. "I really know and understand the importance of community colleges."

He wants to develop a pipeline between schools and colleges, and he's hoping to hear from faculty and others on the best way to do that.

Horton, chairman of the Assembly's Select Committee on Community Colleges, emphasized that community colleges must redefine themselves to compete with for-profit schools such as DeVry and ITT Technical Institutes.

Assemblyman Joe Simitian, the son of teachers, summarized all the arguments faculty should use in lobbying legislators for more money: Community colleges are affordable, they're located in the communities they serve, they train the workforce, provide vocational education better than anyone else, they're necessary to serve the current Tidal Wave II of students, and they're necessary for life-long learning, a staple of a successful, productive society.

But Simitian, like the other politicians who spoke during FACCC Leadership Lobby Day, noted that legislators are preoccupied with other issues: "The state is currently spending money hand over fist just to keep these lights on," he said, gesturing toward the ceiling. He also pointed out that 40 percent of the Assembly's members began their jobs in December.

Faculty must demonstrate how more money for community colleges will help legislators' constituents. Simitian said you have to answer the question, "What's in it for them?"

He shared a story that painfully illustrated the reality facing community college part-time faculty members who compete for scare full-time jobs in California.

Simitian and his wife were eating dinner at a pizza place late one night. Their waiter was visibly weary. Sympathetic, Simitian struck up a conversation and found out that the

waiter was a part-time philosophy instructor at three different community colleges in the greater Bay Area.

When it comes to the community colleges' share of the state budget, Simitian said, "We'll do the best we can under difficult circumstances this year."

Assemblyman Mike Briggs is a FACCC member and former part-time community college classical guitar instructor at Reedley College, Fresno City College and College of the Sequoias. His personal experiences have made him intimately familiar with part-time faculty issues.

Briggs' former teacher spent 20-plus years as a community college part-time instructor. He was never able to land a full-time position, and died of cancer at 50 years old. Briggs was hired to replace him.

Briggs urged faculty to develop relationships with legislators. Because they receive hundreds of calls a day, he said, it will help your case immensely if your legislator recognizes your name.

He pointed out that FACCC board member Chaumonde Porterfield-Pyatt contacts him regularly and organizes train trips from Visalia to Sacramento with her colleagues. He said that even when he's busy, he accepts her call because he knows her.

During the FACCC PAC luncheon in the Governor's Council Room, Sen. Jack O'Connell thanked faculty for their support of Proposition 39, and spoke about how the energy crisis was monopolizing legislators' time.

California is "spending $2 million an hour to keep the lights on," O'Connell said.

But politicians are already thinking ahead for education. He said a bond measure is in the works for next March. AB 16 (Hertzberg), the Kindergarten-University Facilities Bond Act of 2002 has no specific amount of money attached to it yet, but would include money for new construction, building renovations and seismic retrofitting.

digital democracy

Virtual Campus *continued from page 7*

work together to provide ongoing leadership as it develops.

Faculty members can receive instructional online training through the California Virtual Campus. Training includes assistance in developing and delivering online courses and using course management systems such as WebCT or Blackboard. The CVC emphasizes pedagogy and andragogy (instructional strategies for adult learning) related to online instruction covering areas such as teaching styles, learning styles, instructional and course management strategies and effective communication.

The rapid development of online instruction has left student services scrambling to catch up. While students can now take courses "anytime, anywhere," these same students also need counseling, tutoring, financial aid and all other support services provided to students taking classes on-campus.

Training for online student services practitioners is not as straightforward as is training for instructional faculty, since methodologies are still developing. For example, counseling departments have had to develop their own means of counseling and advising students at a distance in an attempt to provide an equivalent to on-campus counseling.

To promote the development of quality online student services, the CVC has developed an Online Student Services Conference. The first one in spring 2000 drew more than 200 participants. This year's April 19-20 conference at Napa Valley College was a sell-out, attracting more than 350 student services practitioners. The event provides an opportunity for colleges to share best practices related to topics such as online counseling, matriculation, accessibility, financial aid and scholarship, tutoring and basic skills, assessment and student preparedness. All conference presentations are available at *www.cvc4.org*.

For information on training and other CVC services, please contact the appropriate director listed below.

CVC 1 DeAnza College
Director: Martha Mills
mmills@cvc.edu
www.cvc1.org

CVC2 Rio Hondo College
Director: Andy Howard
ahoward@rh.cc.ca.us
www.cvc2.org

CVC3 Coastline College
Director: Ted Boehler
cvc3@cvc.edu
www.cvc3.org

CVC4 Cerro Coso College
Director: Paul Meyers
Conference Coordinator: Heather Ostash
pmeyers@cc.cc.ca.us
hostash@cc.cc.ca.us
www.cvc4.org

Professional Development Center
El Camino College
Director: Joe Georges
Jgeorges@cvc.edu
www.cvc.edu

Paul Meyers is an art professor at Cerro Coso Community College in Ridgecrest and director of the California Virtual Campus Region 4 center. Heather Ostash is a counselor at Cerro Coso Community College and is conference coordinator for the CVC Online Student Services Conference.

Book Review

Learning How Water Shapes California

Water and the Shaping of California
by Sue McClurg
Water Education Foundation and Heyday Books, 2000

This book is available for purchase online from the FACCC Book Service at *www.faccc.org*. Type the title in the search box.

by Rose LaMont, Modesto Junior College

The story of California is the story of water. It is a story of growth, growth that began with the Gold Rush…a story of economic development. From mining to farming to aerospace to high tech, California today ranks as the world's eighth-largest economy…It is a story of technology…

Despite the state's alteration, its residents remain connected to that natural California. Drawn to the open space and wilderness of national and state parks, publicly owned ocean beaches and artificial and natural lakes, water retains its power to sustain the soul even as we rely on it to sustain life and the society we have built.

—*from* Water and the Shaping of California

I grew up in the Blue Ridge Mountains of Tennessee, the land of rivers, creeks, Tennessee Valley Authority and man-made lakes.

The biggest problem with water was what to do with it all. Just about every winter there was a part of town that flooded. Irrigation meant running your lawn sprinklers occasionally during the summer, but mostly sprinklers were recreation for kids and respite for moms.

I came to California in the 1970s, and I realized that water was an entirely different animal here. My first garden was an abysmal failure. I lived through the drought conditions of the 1980s juxtaposed with the violent storms and high tides of El Niño.

It wasn't until coming to teach at Modesto Junior College in the 1990s that I understood the deeply political nature of water in California. In 1992 Marc Reisner spoke on our campus and I read his book, *Cadillac Desert*. This was my first exposure to the long-running conflicts over water between the environmentalists, farmers, urban consumers and industrialists.

Water and the Shaping of California was an unexpected visual and intellectual expansion in my awareness of water and its impact in California. The book has wonderful pictures and quotes from a variety of sources that reflect the beauty, power, utility and abuses of water in this state. That alone makes the book worth getting, yet the book's value goes far beyond that.

Author Sue McClurg weaves current events with the history of California using viewpoints from scientists, poets, writers, farmers, politicians and visionaries from the many different ethnic, political and economic groups that make up this great diverse place we call home.

She appeals to the artist and poet with her use of poems, essays and photographs to illustrate water as a powerful force in our lives. She has quotes from Adam Smith, Mark Twain, Theodore Roosevelt, John Steinbeck, Emma Adams, Marge Piercy and John Muir, just to name a few. She appeals to the historian with recounts of actual events. The anthropologist will like the Wintu woman's tale from 1930. The scientist will like the discussions of the biology, geology and environmental issues. The engineer will appreciate the stories of the great dam and canal projects of the 20th century. The vacationer will identify with the recreational, restorative, healing qualities of water.

As an economist, I'm impressed with her understanding of the trade-offs that we face politically in our dealing with water. McClurg said in her introduction that "…a new era unfolds, one in which the developed [water] system is being modified to benefit the natural system."

This is the perspective that I hope permeates our state, a balanced effort to support agriculture, human life and the natural cycle of the environment. There will always be trade offs and scarcity; the issue is to make good decisions about our resources.

Water and the Shaping of California is an excellent work that examines the issues surrounding and the history of water in California from an interdisciplinary perspective. I highly recommend it for use across the curriculum in our colleges.

Helping students connect the course material to their lives is a great way to improve understanding in any class. The book's interdisciplinary nature reinforces the holistic thinking that our society and work require. Not only that, it makes a great coffee table book.

Rose LaMont, a FACCC member since 1994, is an economics professor at Modesto Junior College.

Water Affects Every Aspect of Our Lives, Author Says

Dana Morgan of Santa Monica College interviewed Sue McClurg, author of *Water and the Shaping of California*. The following is an excerpt from their conversation.

No one, finally, can be an aware Californian without an understanding of how and why water has played such an important role in the creation of the state.

—Kevin Starr in *Water and the Shaping of California*

Q: Why do Californians need to know about water?

A: What I wanted to do with the book was show people how water affects every aspect of their lives. I tried to draw people into the book with the photos and literature. It shows them some of the beauty of water. And especially in the flood chapter you can see the power of water. We hope people come away with a better appreciation of the state's water.

Q: I'm struck by the beauty of this book. The images, photos, maps and other artwork feed the senses and affect us emotionally as do the many literary quotes. Do you have a favorite piece of fiction, or literature having to do with water, that you would recommend?

A: John Steinbeck's *East of Eden* talks about water and how in a drought we treasure it and in the flood we want to forget about it. That's one I'd recommend. And Joan Didion's essays—she's at the restaurant in Malibu and she's picturing where her water came from. Most people don't have any idea.

Q: How do we balance the water supply and population growth? One of the most alarming pictures in the book shows subsidence [in which the ground sinks] in the San Joaquin Valley of 30 feet. Are we still using more water than we should?

A: During the drought you probably saw the overdraft of the aquifer again, but since the drought—with all these wet years—it's probably eased up some in those communities. Some of the most recent evidence of subsidence was the Edwards Lake bed; they could no longer land the [space] shuttle for awhile because of the cracks.

There is no easy solution to any of this. Some would suggest shutting down farming and taking that water. Others would point out that if you stop the water going to farms, you might end up with an acre of houses instead. And they are going to use the same amount of water essentially as an acre of farmland. Then you have no more open space. The growth issue is very controversial.

Q: You say there are many different ways to solve California's water problems. How do we bring the multiple perspectives on water into our classrooms?

A: I would encourage subscription to *Western Water*, published six times a year. The big question is not whether we are going to grow; it's more where are we going to grow and how are we going to grow. What kind of a link should we have between water and growth? Your students would probably find it very interesting that Los Angeles County used to be the leading agricultural county in the nation. And Silicon Valley used to be orchards.

Q: Do we need to feel at risk before we change our habits?

A: We certainly did see things at risk in the late '60s and early 1970s, which led to the environmental movement. We had rivers catch fire in the Midwest. We've adopted some of the toughest laws in the world to try to protect the environment. But today it's harder for people; it's not really us vs. them anymore. It's more of us vs. us. With pollution, it's now non-point run-off. Change takes all of us. From not dumping our oil down the drain to picking up trash, to making sure we don't use garden chemicals the day before a big rain. These are common sense kinds of things, but they do require a change of habits. I think politically it's kind of a no-win situation, and it's easier not to take a strong stand because it's controversial.

Q: So, who bring about change if not the politicians? Do you think it will be a grassroots movement?

A: It takes education at both levels. You need an educated population to understand the trade off and to have an intelligent debate about it. From that the political leaders will be able to lead because they will have a center or consensus from which to lead.

Note: The Water Education Foundation has a program appropriate for community college students: California's Water Problems. Students attempt to solve some of the state's dilemmas. Call (916) 444-6240 or visit *www.water-ed.org*.

Sue McClurg grew up in Sacramento hearing her family talk about water around the dinner table. Her father was an engineer for the Department of Water Resources. McClurg attended Cosumnes River and Sacramento City colleges, and graduated from Fresno State University. A former newspaper reporter, she joined the Water Education Foundation in 1991.

Dana Morgan teaches English at Santa Monica College. Her classes are often part of the Environmental College, a new academic and degree program in Environmental and Urban Studies.

PHI THETA KAPPA, the international honor society for two-year colleges, chose "In the Midst of Water: The Origin and Destiny of Life" for its 2000-01 honors study topic.

The honors study topic highlights important, current issues and encourages Phi Theta Kappans to examine how these issues affect their lives.

For more information, visit *www.ptk.org*.

DAN MITCHELL

Music professor, DeAnza College
Education: Bachelor's and master's degree in music composition, San Jose State University
Originally from St. Cloud, Minn.
FACCC member since 1990

Dan Mitchell has spent his career using technology to teach in innovative ways.

So it was no surprise that the electronic music professor was one of five California higher education instructors named "Apple Distinguished Educator" last year. So far, he's the only one from a community college.

"I've done electronic music since the 1970s," Mitchell told *FACCCTS*. "It's a natural part of how I do the things I do, and I also just have an affinity for teaching. My father was a professor of education."

Students have become more interested in electronic music in recent years. "I think the technology and the software have become a lot less expensive, and a lot easier for people to use," Mitchell said. "There's a lot a things you can do. It's a composer's tool; some people perform it live, make demos, film and TV program soundtracks."

Mitchell's projects and accomplishments are too numerous to list, but they include designing and managing an iMac music theory lab, receiving grants to develop online courses, and mentoring new faculty. He created DeAnza's Web site in 1995—the system's first—and shaped statewide tech planning as an @ONE consortium member. Mitchell also operates a Web server for *http://mitchell.fhda.edu/*, electronic music classes, an online intro to a general education music class, and Web sites for colleagues.

Mitchell and his wife, Patricia—an oboist and English horn player for the San Jose symphony and Opera San Jose—have three children: Brandon, 18, Kelsey, 16, and Jameson, 11.

How long have you been teaching?
This is my 11th year as a full-timer at DeAnza, and before that, for 10 years I was a freeway flyer in the Bay Area: Ohlone, Mission, Foothill and DeAnza.

What do you love about your job?
I like the whole process of seeing my students become excited and learn about things that are interesting to me. One of the things I like about teaching in the community colleges is seeing students who are not quite there yet, and they make a big transition.

I have such diverse interests. I do serious work in educational technology, work in music, and also things like instructional skills workshops. I like the fact that I can do such a variety of things.

What has been your greatest challenge?
I think the greatest challenge for any community college instructor is we limit our applicants to the top 100 percent. In other words, everybody. In class, there are music majors sitting next to people who play in a garage band. It's really interesting to teach to that range of diversity.

Most students have no clue how to study a textbook. One young woman who did pretty well in the class went on to UC Santa Cruz. Two years later, her mother was a part-timer here and said her daughter was raving about learning how to study in [my] music class.

What has been your greatest accomplishment?
I've enjoyed being able to lead the way for other people in terms of adopting technology for teaching. I like to figure out a new way to do something on my own like the college Web site, like putting together an online course. And that's been a pretty rewarding thing over the past five or six years.

What's one thing you would change about your job?
I'd think I'd like a 36-hour day. In community college, you're in the class a lot, that's just part of the terrain. With work in your discipline, committee work, and so on, you end up working more than a full-time job. I'd like to have a lighter teaching load to allow me to do some of the other things.

What teaching tip would you like to share?
A lot of people are anxious to use technology in teaching. You have to start small, you have to be ready to make and learn from mistakes. What I see is people get really frustrated and don't even try. Start using e-mail with students, put up a Web page with a syllabus.

Why is being a FACCC member important to you?
FACCC has been a strong voice for community college faculty, academic and professional interests in Sacramento for a long time, and without FACCC it's hard to imagine where community colleges would be in California. I think FACCC deserves a lot of the credit for where our community colleges are, and for continuing to try to improve things.

What's one thing most people don't know about you?
I've been a longtime cyclist, backpacker and cross-country skier. I used to be a rock climber. I work with a high school and middle school hiking and biking club, and have been since my oldest son was in sixth grade; that's seven years now. We've hiked the Chilkoot Pass route in Alaska, ridden bikes in the Black Rock Desert, hiked through Death Valley. We're climbing Mt. Shasta this year.

Retirees Receive New Payment Option

by John Baley, Cerritos College

When you retire, would you like funds to pay off your house? Send your child to college? Take a dream vacation? Start a new business?

As a result of FACCC-sponsored Assembly Bill 2456, a new Retirement Option Program went into effect on Jan 1. While this program doesn't give you money that isn't already yours, it provides some options that you might find useful.

If you're over 60 years old and have at least 20 years of creditable service, you may receive up to 15 percent of the total value of your pension's present cash value in a lump sum. California State Teachers' Retirement System will calculate the actual amount available.

The good news is that this amount could be more than $50,000. The bad news is that the cash you receive is effectively an advance on your retirement allowance.

Your monthly retirement allowance will decrease accordingly. The advance amount you request will also be taxable income. For many faculty members, part of their CalSTRS contributions were made with post-tax income. This can reduce the tax consequences.

Under federal law, when contributions were made on a pre-tax and post-tax basis, the allowance is divided in a specific way between taxable and nontaxable income. That same ratio applies to how a lump sum is distributed. Neither CalSTRS nor its members have any choice in this. It's Internal Revenue Service regulations.

So why would some folks want to do this? Someone with a $2,000 per month house payment with a balance of $50,000 might want to pay off a mortgage and effectively increase his or her monthly pre-tax income by $2,000.

People with high credit card debt at 21 percent interest might find this a great way to pay it off. Even if the price of this advance on retirement benefits were $400 per month, it still might be a good decision for some retirees, depending on their individual needs.

Other people who might prefer cash now rather than later are those with older or ill spouses. They might want to take that vacation of a lifetime while both could enjoy it.

While tax consequences will be a major factor in your decision, the underlying question is do you want a lump sum shortly after retirement or do you want a higher monthly benefit for the rest of your life?

The Retirement Option Program is exactly that—an option. It's great for some, but not all.

John Baley teaches mathematics at Cerritos College and is chairman of the FACCC Board of Governors Retirement Committee. He doesn't plan to use the retirement option program himself, but will continue working with FACCC to improve retirement benefits for all community college faculty.

The following are FACCC-sponsored bills. For details, go to *www.faccc.org*. Click on "Legislation," "FACCC-Sponsored Legislation." We'll notify you when to contact your legislators in support of these bills.

- **Community College Budget Stability** (Senate Bill 159-McPherson/O'Connell)
- **Increase CalSTRS "Purchasing Power" to 80 Percent & Remove the CalSTRS Service Credit Requirement for Highest Year** (Assembly Bill 135-Havice)
- **Whistleblower Protection Act** (AB 647-Horton)
- **Part-Time Faculty Retirement** (AB 649-McLeod)
- **Remove CalSTRS Maximum Age Factor Cap for Career Teaching** (AB 607-McLeod)

CalSTRS Audits Districts

CalSTRS' auditor has been reviewing six community college districts' books to determine whether they're correctly calculating part-time faculty service credit.

The FACCC Part-Time Faculty Committee and Legislative Advocate Doug Lindsey have been working with CalSTRS on this issue, based on informal reports from faculty that some districts have not been complying with the law that was a result of FACCC-sponsored Assembly Bill 1166 of 1998.

CalSTRS is reviewing the following districts' records: Santa Clarita, Santa Monica, Allan Hancock, San Luis Obispo, Lassen and Sierra. If this review reveals significant discrepancies, it could result in a full audit of community college districts across the state or other remedial action.

Progress

FACCCTOTUM

The tools for "accessing" data grow ever more wondrous and ubiquitous and essential if we are to keep in step, we've come to believe. All hail the Web, the Internet, the Information Highway. We're being sold the idea that information is learning... information isn't learning. It isn't common sense necessarily. It isn't kindness. Or trustworthiness. Or good judgment. Or imagination. Or sense of humor. Or courage. It doesn't tell us right from wrong.
—David McCullough

Home computers are being called upon to perform many new functions, including the consumption of homework formerly eaten by the dog.
—Doug Larson

How can a society that exists on instant mashed potatoes, packaged cake mixes, frozen dinners, and instant cameras teach patience to its young?
—Paul Sweeney

Whoever said progress was a positive thing has never been to Florida or California.
—Rita Mae Brown

There is an unlucky tendency... to allow every new invention to add to life's complications and every new power to increase life's hustling; so that, unless we can dominate the mischief, we are really worse off instead of the better.
—Vernon Lee

Progress everywhere today does seem to come so very heavily disguised as Chaos.
—Joyce Grenfell

The slogan of progress is changing from the full dinner pail to the full garage.
—Herbert Hoover

The reasonable man adapts himself to the world; the unreasonable one persists in trying to adapt the world to himself. Therefore, all progress depends on the unreasonable man.
—George Bernard Shaw

You can't say that civilization don't advance...for in every war they kill you a new way.
—Will Rogers

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FACCC Conference
Sept. 28-29
The Fairmont Hotel
San Jose

See page 33 for a registration form and visit www.faccc.org for details and an agenda. Click on "Workshops," "FACCC Conference."

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